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Transfusing new blood

The Government's decision just before Christmas to give the universities enough money to recruit an additional 230 "new blood" lecturers is a good idea and - in a severely qualified sense - a generous one. But it is also an idea that is difficult to implement in a way that is sufficiently coherent to prevent the whole point of the initiative being lost yet adequately flexible to avoid discordant and even harmful side effects in the universities.

This difficulty is part political, part managerial. From the Government's point of view, and presumably those of the University Grants Committee and the research councils which have endorsed the scheme, the intention must be to segregate the "new blood" initiative from the general policy of cuts. For them the two issues must remain separate, on the one hand the contraction of the universities in progress since 1981, which inevitably requires a significant reduction in the number of university teachers, and on the other hand the maintenance of the system's academic vitality which just as inevitably requires the recruitment of a limited number of new academic staff.

For ministers this separation is essential because otherwise their policy of taking, a lot, with one hand and giving, a little, with the other would appear even more indefensible. For the managers of the system and the leaders of institutions it is at any rate desirable because it offers them, as proxies for government, powerful levers of change within universities, and because only on these terms would the Government agree to provide the very welcome extra money.

For these reasons the Association of University Teachers is determined that the two issues should be taken together. They, and all opponents of the Government's harsh higher education policy, insist that ministers must accept full responsibility for the

consequences of this policy and should not be allowed to deflect the blame for any loss of the universities' academic vitality by a small-scale and cosmetic exercise such as the "new blood" initiative. Nor are we anxious to allow vice chancellors and other institutional managers greater power by offering them both the stick of contraction/restructuring and the carrot of "new blood".

These important political differences in turn have to be seen against the background of the academic profession as it has grown up since Robbins, its power within the universities, and the universities' relationship with society. The facts are well rehearsed - a "bulge" of teachers recruited in the expansionary years, first the hardening of and then the attack on academic tenure, the gradual development of a semi-proletarianized penumbra of research workers and contract teachers, even, some would argue, the growth of a more self-conscious intellectual located most prominently in social science. The "new blood" initiative is a small part of a large picture.

The managerial difficulties of the "new blood" scheme are easier to describe but probably as difficult to solve. At their root is an ambiguity of purpose, in its letter to universities the UGC emphasized that the new posts would be normal academic appointments and, although "their primary role in the early years will be to contribute substantially to research", universities should not be deterred from appointing "the best candidate by too rigid an adherence to the research prospectus to their application". The message seems to be: treat these posts as long-term additions to the academic staff of the university, not as short or medium-term appointments to service specific research needs.

Yet the mechanism adopted to de-

cide which universities should be allowed "new blood" appointments is not really consistent with this intention. The UGC is very much a post office. The real work of selection is being undertaken by the research councils. They are approaching this task very much in the spirit (and with the system) in which they approach applications for research grants - that is, for specific projects that have a fixed term. How this rather precise method of selection is going to allow for the latitudinarianism encouraged by the UGC in its letter is far from clear. Yet to encourage the research councils to abandon their habitual precision would be to ask them to devalue their expertise or to lower their standards.

This chronic managerial difficulty is a symptom of the larger drive to centralize decision-making in higher education. However much attention is paid to the conventions of p.d.t., it is clear that there is little confidence in the ability, or possibly the will, of individual institutions to make sensible decisions about the future that add up to a coherent pattern. That is why we have research councils making round-pipe, square-hole decisions about hiring new lecturers, and why we have the National Advisory Body second-guessing the priorities of polytechnics, colleges, and local authorities. There is probably little point in adopting too pure or fundamentalist an opposition to this trend. For it transcends all political boundaries.

There is probably more point in subjecting the process of central decision-making to careful scrutiny. Will it, in practice and in detail, produce better results than the archaic anarchy of institutions? The political and managerial difficulties that the "new blood" initiative has encountered already suggest that this will sometimes be hard to prove.

The AUT's silent majority

Two opposite reactions will probably be provoked by the survey of public opinion carried out by Gallup for the Association of University Teachers, as the AUT's contribution to this week's Educational Opportunities Campaign. This survey showed that an overwhelming majority thinks Britain should spend more on education and the health service and less on defence.

The first cynical reaction will be that people will always tell pollsters that they are against sin, or its equivalent. What matters is not what people say but what they do. Or in this case vote. After all polls also show strong support for the Conservatives who have made no secret of the fact that their expenditure priorities are rather different from those of the AUT. The same cynics may also comment on the phrasing of the questions in the Gallup poll, the drift of which could only be resisted by

the ultra-philistine. Certainly one question - "As a result of Government policy to reduce public expenditure, over 60,000 higher education places have been cut. Do you agree or disagree with this particular cut?" - is not just leading but also misleading. If we are to believe Mr Walgrave, the age participation rate is higher than ever.

The second and more thoughtful reaction to the poll will be to reflect on why it is so difficult to translate this widespread and certainly genuine public commitment to higher education into concrete and sustainable action. After all, the trouble with silent majorities is just that, their silence. There are alternative interpretations of the more pessimistic

that the public, although enthusiastic about the potential of higher education, does not have sufficient faith in the ability of higher education as it is at present organized to realize that potential.

So it may be that the AUT's poll has disturbing implications for both the Government, which has been made painfully aware that the public's support for higher education is not as vestigial as it hoped, and for the interest groups in the system which, despite as well as because of their best intentions, are inevitably seen as the defenders of a conservative status quo. For although there is plenty of evidence in the AUT's poll that the public does not share the Government's enthusiasm for cutting higher education, there is no evidence to support the contrary, complacent view that they can, thereby endorsing the system as it is.

Commonwealth interchange

The gap between rhetoric and reality has always been worryingly wide in the Commonwealth, though whether this gap is evidence of the twitches of lying sentiment or the creative tensions of diversity that embraces North and South, white and black, rich and poor, has depended on the observer. Certainly there has been a strong case for regarding higher education in the Commonwealth as more solid than most, despite discriminatory policies (towards overseas students (Britain) or protectionist policies towards the employment of foreign teachers (Canada)).

Yet even in higher education the limits of Commonwealth cooperation have to be constantly remembered. For, any attempt to stretch these

limits too far is likely to lead to their dissolution as the threat of tearing it is for this reason that the change is a better context in which to encourage academic cooperation between the member states of the Commonwealth (than the more precise category of "exchange"). In many instances the potential for organized exchange may be slight when the greater, so it would be unfortunate if Commonwealth cooperation within the narrow framework of bilateral arrangements between government or even institutions, the theme of interchange is that the change was chosen for our social

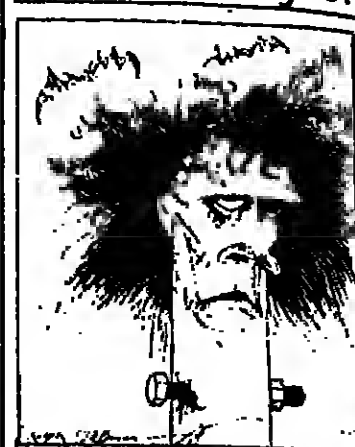
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Yet the mechanism adopted to de-

Laurie Taylor



"Didn't see you on the demonstration".
"What's that?"
"The Day of Action".
"Oh yes".
"Were you in the north-east AUT group?"
"Not exactly".
"You didn't get mixed up with the ASTMS conillogot, did you? Like we did last year?"
"Not really".
"Anyway, you got there in time for the Tower Hill rally and the march down Fleet Street?"
"Not quite".
"Ah, you went straight to Central Hall, Westminster for the big speeches".
"Well . . .".
"What then?"
"Well, quite honestly I've had a bit of a tickle in the old throat since the beginning of the week and rather thought that Wednesday might be a good chance to shake it off once and for all".
"You stayed in bed all day?"
"Yes, more or less. And you?"
"Oh, I was up and about".
"What - Tower Hill, Fleet Street, Westminster?"
"Not exactly".
"What then?"
"Well, to tell you the truth, we've been having a bit of trouble with the garage roof after all that rain and what with all the lectures cancelled it seemed a chance to get the ladders out".
"Very sensible".
"I mean I was quite happy to go along last year".
"Oh I could see that I remember you climbing 'Joseph Out Joseph Out!' all the way down Whitehall".
"Oh yes. And what about you? Linking arms with Klonock and trying to get him to sing the Red Flag?"
"I'd nearly forgotten".
"I mean, as I say, that was alright last year. When there were definite rumours about one's own job".
"When it was all more focused".
"Exactly. But now that the specific issue is more or less sorted out one begins to wonder about the motives of some of those who're still making all the fuss and bother".
"Much my feelings. Probably a few professional troublemakers among them".
"Mind you, there is one thing that's still worrying me a bit".
"Yes?"
"D'you think there'd be any one else who'd have any use for our banner?"

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LARGER THAN LIFE: Cyril Smith, Liberal MP for Rochdale, Lancashire, finds time to woo some of his constituents by posing for the Saturday morning life class at Rochdale College of Art. Mr Smith, who brought along his holding briefcase and newspaper, obviously felt relaxed enough about his image to pose in his carpet slippers.

Help for jobless expected soon

An initiative on education for unemployed adults is likely to be announced soon by the Department of Education and Science, to complement its decision on a successor body for the Advisory Council for Adult and Continuing Education. A link between ACACE's future and provision for the unemployed, played" he wrote.

The decision comes as the draft Manpower Services Commission report on adult training, which spells out the Civil Service Department, the Northern Ireland Office, and the MoD. It is understood that the report will be discussed by the DES soon.

The MSC's discussion paper, due out at Easter, says an economic approach to adult training "suggests more effort should be put into training and retraining those already in employment or about to start a new job. . . . Other ways are needed to give effective help to the unemployed".

Ministers are still undecided between three options: no replacement for ACACE; another temporary body but with development powers; or a series of ad hoc committees. Leader back page

Thatcher stalls on SSRC man

by Paul Flather

The Prime Minister's Office is holding up the appointment of a senior civil servant and former head of the Ministry of Defence to the Social Science Research Council on the grounds that he may have "more important work to do".

Sir Frank Cooper, who retired at the end of last year after almost seven years as permanent secretary at the Ministry of Defence, has agreed in principle to sit on the SSRC.

But an announcement last week from the Secretary of State for Education, Sir Keith Joseph, listed five names to fill the six SSRC places vacant since last October, and significantly Sir Frank's name was omitted.

Mr Michael Posner, the SSRC chairman, is bolding Sir Frank in very high esteem as a man with "a breadth of experience and greater intelligence" and is very keen to get him on the council.

But Mrs Margaret Thatcher, the Prime Minister, is also very keen on Sir Frank, and in recent months his name has been linked to various key posts as they have cropped up, including Sir Derek Rayner's former post advising on Civil Service efficiency, and as a special defence adviser inside the Prime Minister's Office.

Sir Frank has built a reputation as tough, rumbustious, and efficient, with spells in the Civil Service Department, the Northern Ireland Office, and the MoD. It is understood that he has turned down recent key offers, largely because he wanted a quieter life. Sir Frank is currently abroad.

Three of the new SSRC appointments, Mr Ian Byatt, deputy chief economic adviser at the Treasury, Philip Lavy, professor of psychology at Lancaster University, and James Durbin, professor of statistics at London School of Economics, were revealed in *The Times* in January.

They are joined by Mr Andrew Noble, joint managing director of Debenhams, and Professor Robert Steele, former principal of the University College of Swansea.

Joseph orders left-wing bias inquiry at PNL

by Staff Reporters

Sir Keith Joseph, Secretary of State for Education and Science, has ordered an investigation into allegations of left-wing bias in the sociology and applied social studies schools of North London Polytechnic.

The accusations were made in a dossier compiled by a retiring member of staff sent to Sir Denis Rooke, chairman of the Council for National Academic Awards. A copy was sent to Sir Keith, who met senior officials of the Council for National Academic Awards last week to discuss the case.

Although the matter was raised at this week's CNA full council meeting, no action was ordered. By coincidence, a CNAA visiting party was due at the polytechnic today to carry out an institutional review. Dr Edwin Kerr, chief officer of the CNAA, who was in Australia when the complaint was received, said this week of the meeting with Sir Keith: "We told him that certain steps were under discussion between the council and the polytechnic which, due to their sensitive nature, I cannot reveal."

The polytechnic was already in the limelight because of a series of student occupations protesting at the planned closure of an annex housing a librarianship course. It was at the centre of rows over alleged bias in the 1970s, but has not been a recent centre of controversy.

Dr David McDowell, the PNL director, was not available for comment this week. It is understood that no final decision has been made on the polytechnic's response to the allegations, although there is pressure for an internal inquiry.

Mr Noel Parry, who took over as head of the sociology department in 1978, said: "I have not seen the allegations myself and until I am notified by the director what the position is I shall not be able to do much about it." Recalling similar allegations in the mid-1970s Mr Parry said: "The CNAA and the polytechnic have been sensitive to this issue - since it was raised a long time ago. Obviously we have been alert ever since."

The dossier was compiled by a former member of the sociology school, who is taking early retirement after a prolonged period of sick leave.

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Two controversial plans to shake up polys and universities meet different fates

NAB fudges the future

by John O'Leary

Proposals for a long-term strategy for colleges and polytechnics were held up this week by the board of the National Advisory Body despite the fact that they placed much less emphasis on the controversial issue of two-year courses.

A small group of board members will now make a second set of recommendations before the plan is accepted by a wide-ranging consultation exercise will begin.

The draft considered by the board was a number of further options, including a switch to higher education at a time of reduced funding. But the suggestion of a switch to two-year courses was retained for the first time, the possibility of a degree status for such courses was added.

A large proportion of home-based higher part-time students, together with shorter courses, are regarded as a means of meeting the needs of a maximum access, and widening participation.

Quirk tenure plan makes quiet progress

by Ngalo Crequier

Heads of colleges at London University agreed this week to circulate another discussion document which examines ways of removing tenure for new staff.

The paper asks employing bodies within the university to comment on how statutes could be changed to allow a redundancy clause. In particular, it is proposed that any definitions of what constitutes redundancy should have to be consistent with the 1978 Employment Protection (Consolidation) Act. This allows dismissal for redundancy if the business on which the employee was working has ceased or diminished.

London's collegiate council was noticeably warmer to this latest move by vice-chancellor, Professor Randolph Quirk, to implement tenure changes. It turned down a similar plan last summer.

But there was also discussion at Monday's meeting of how the union question should be approached. The Association of University Teachers has said it is amazed at this latest

attack on tenure.

The discussion paper will go to the unions under the normal consultative machinery.

Professor Quirk said this week he was trying to ensure the flow of young people into the academic profession. This question is so emotionally charged, people think their own jobs are in jeopardy. The only jobs in jeopardy are those of their own senior students."

The discussion paper states that although colleagues had raised many significant objections to the proposals on tenure made by the Committee of Vice-Chancellors and Principals, there were still grounds for change.

To proposing that universities should now include provision for redundancy in their statutes, but by leaving them free to issue contracts in whatever form they see fit. Government is placing responsibility squarely on the shoulders of employing bodies, with all the financial consequences that might follow."

Dr Bill Stephenson, president of the London branch of the Association of University Teachers, said this week that Professor Quirk was "completely out of his mind" over tenure and would find it very difficult to get the proposal through senate.

"I do not understand why he is bringing up the issue again," he said.

Aberdeen divided over merger issue

by Olga Wojtas
Scottish Correspondent

Aberdeen University academics are split in their reaction to the court's proposal of a merger between the university, Robert Gordon's Institute of Technology and Aberdeen College of Education.

The university senate has passed a motion proposed by the principal, Professor George McNicol, welcoming the court's initiative in asking the Secretary of State for Scotland and Secretary of State for Education and Science to set up an independent committee to consider the merger.

But a general meeting of the local Association of University Teachers has called on the two secretaries of

state to reject the court's request.

The AUT also condemned the court for proposing an independent committee without prior consultation with staff. The union stressed it was not against a merger, provided it was "based on a sound educational rationale", but said proposals on how it could be achieved must come from the three institutions rather than being left to politicians and civil servants.

The senate has not actually declared itself in favour of a merger, but the motion guaranteed it "extensive participation in the evolution of the academic policies involved in this potential union and, should it proceed, in detailed discussion on its implementation".

Members were told the findings of an independent committee would not be binding on the university.

The technicians group of the Association of Scientific, Technical and Managerial Staff at Robert Gordon's has completely rejected any merger among the institutions.

The group's secretary, Mr Andrew Baxter, said an opinion poll had revealed total opposition to the move and this view would be put to the chairman of the college's board of governors.

Any possible merger in Aberdeen must not result in a "super university" which would take over the other colleges, the National Union of Students' Scottish conference de-

Mr Bob McLean, chairperson of NUS (Scotland) said, "But we are opposed to the university taking over Robert Gordon's Institute of Technology and the college of education, which would reduce the educational provision, and widen, not narrow the binary divide."

The students condemned the university court for not consulting staff and students in the three institutions before approaching Government ministers. They are to ask why would fund and control the new institution and who would validate its courses, and what the future would be of non-degree courses currently run by Robert Gordon's.

Special seats plan postponed

by David Jobbins

Changes in the rule book to reserve places for women on key decisions-making bodies in the college teachers' union are likely to be shelved for a year on the recommendation of union leaders.

Proposed rule changes calling for three automatic seats for women on the national executive of the National Association of Teachers in Further and Higher Education, together with at least one female representative per branch to the regional councils, are being put to the union's annual conference in Blackpool in May.

But even among women activists support for the move is far from certain.

To avoid a damaging defeat for the proposals at the conference, the union's national executive has accepted a recommendation from the national women's panel to establish a working party to examine the whole issue of positive discrimination in line with established Naffie policy.

The working group is expected to meet before the union's conference and its creation and a report of its first meeting are likely to form the basis of a proposal from the executive to remit the rule change resolutions.

The working group has been charged with reporting in time for recommendations to be submitted to the 1984 union conference. Unless leaders sympathetic to the rule change proposals are anxious that support for their remittance should not be interpreted as opposition.

Disaffiliation from the Campaign for Nuclear Disarmament is almost a foregone conclusion, in the light of the survey of branch attitudes previously reported in *THE TIMES*. The conference follows the spirit of the consultation exercise, Naffie will earn itself a place in history books as the first teacher union to affiliate to the CND and the first trade union to leave.

But the question of the rule change which made pursuit of political objectives legitimate is far less clear. Reversal will require a two-thirds majority and also even right-wing union leaders are now suggesting that with the tenor of Government proposals for trade unions it will afford necessary protection for long-standing political campaigns.

TUC tells unions to settle dispute

Mr Len Murray, the TUC general secretary, has appealed to two teachers' unions to settle their long-running dispute about which should have the automatic right to represent college lecturers.

His initiative comes shortly before the annual conference of the National Association of Schoolmasters' Union of Women Teachers when union leaders are to report on the progress of discussions with the National Association of Teachers in Further and Higher Education.

Last year the NASUWT warned that unless the agreement between the two unions was renegotiated to allow it to recruit in areas traditionally regarded as a Naffie preserve, it would be forced to take action. The NASUWT gave 12 months' notice of termination last May and subsequent talks under TUC auspices have failed to resolve the dispute.

The TUC general council has expressed its concern to both unions that they should be seen to be warring over the right to recruit in the disputed area which the Government is seen to be threatening the role of trade union organizations.

Both sides have indicated they are prepared to continue talking but Naffie is determined not to surrender its position as the "recognized" post-school education union.

The NASUWT has sought to make the maximum capital out of Naffie's flirtation with affiliation to the Campaign for Nuclear Disarmament.

CNAA opens channel to NAB Tories deny fresh corruption charges

by Felicity Jones

The Council for National Academic Awards, which approves colleges and their courses, has agreed to cooperate with the National Advisory Body, which was set up to produce a national plan for higher education.

But the council has reserved its right not to answer any questions for reasons of inability, insufficient time or plain unwillingness that the NAB might put. The council agreed this week that a letter sent in reply to Mr John Bevan, the NAB secretary, would confirm the CNAA's wish to cooperate.

The letter will include the proviso that a formal communications channel should be set up between the two bodies so that the CNAA is kept informed of the kind of questions likely to be asked.

It is not yet clear what the NAB might want to know but the CNAA agreed the minutes of its December

meeting that it would not participate in any formal ranking of institutions; that any comments made about an institution would be "open" for inspection to that institution; and that there would be some questions which it would not want to answer.

The letter will also say that any difficult questions will be answered by the council itself and a special meeting will be convened in August to agree the CNAA's answer. Dr Edwin Kerr, the CNAA's chief officer, said: "This matter was considered so important that it should not be delegated to any council group or any single officer."

A strategic issue paper will also be sent to the NAB identifying areas that the council would like to be consulted over. These include the need for detailed discussion over the way that multi-disciplinary courses are to be dealt with in the definition of programmes; part-time courses; the special role of art and design

since most is in the public sector; and the interplay of resources and standards with regard to support staff and equipment.

One genuine difficulty, which emerged by the end of the two-hour discussion was that the NAB itself did not know what questions it was likely to ask. So safeguards were built into the reply to ensure that the council did not commit itself blindly. Dr Kerr said: "Members felt that there should be a proper procedure between now and the summer so that there is a staged approach and any problematic questions which the NAB might ask are not approached from cold later."

After the letter and strategic issues paper are sent, the CNAA will issue the information to the institutions. "We want the machinery to be quite clearly understood, so that there is no misunderstanding. It will all be set out in a letter to the institutions," Dr Kerr added.

by David Jobbins

Senior members of the Conservative Party have acted swiftly to stem revived allegations of possible election rigging and financial irregularities within the party's student organization.

Demands for an urgent inquiry into the standing of 74 college associations within the Federation of Conservative Students have been sent to senior Conservatives by six leading members of the FCS.

In a letter to Mr Michael Spicer, vice-chairman of the party and MP for South Worcestershire, they say: "It is outrageous that the corrupt practices of previous years may be on the verge of repetition, at yet further cost to FCS's reputation and that of the senior party."

Over the past two years the organization has been plagued with repeated allegations of bogus delegates attending conferences to swell the support of one faction or another and other irregularities.

The letter casts doubt on the legitimacy of 10 local associations and expresses suspicion about a further 64. It also seeks an investigation into the source of funds used by the current chairman, Mr Brian Monteith, to book a room at the Royal Overseas League in Westminster, London, allegedly in the name of FCS for a meeting of his political caucus.

The receipt of funds from undisclosed sources was one of the issues examined in an internal party investigation into FCS affairs last year. The letter is signed among others

by right-winger Mr Delley Anderson, and the two candidates who will fight Mr Monteith for the chair of the FCS at the organization's conference in Durham next week - Mr Paul Goodman and Mr John Hayes.

It concludes: "It is a poor state of affairs when a majority of national committee members, who can in no way be described as a homogeneous grouping or faction, have to write a letter such as this. But we honestly feel we have no alternative."

Mr Spicer said this week he had assured the six that steps were already in hand to check the standing of associations seeking to send delegates to the Durham conference. No evidence of rule breaking on the scale alleged in the letter had been found so far, he said. "But there are one or two we want to look at more closely."

He understood that no party funds had been spent on the booking of a room by Mr Monteith.

Mr Monteith said that the cost of the room had been borne entirely by those attending the meeting. "Not a penny of party funds was spent," he said.

Mr Monteith rejected suggestions that the colleges identified in the letter were associated closely with him and his supporters.

The issue and the way it has become public - are certain to be raised at next week's conference when the FCS attitude towards the National Union of Students will be

Fellows take a step towards women

by Paul Flather

Peterhouse, the oldest, one of the smallest, and perhaps the most traditional of the 25 Cambridge colleges, has taken the first step towards admitting women; possibly from October 1984.

Fellows, including Lord Dacre of Glinton, the Master, produced the required two-thirds majority in a vote this week to alter the statutes in favour of admitting women. A second vote is required for ratification, but this is understood to be very probable.

A blocking coalition of fellows present inside the Peterhouse senior common room of dons since mixed colleges became a serious political issue in the late 1960s, finally gave way because of a lack of sufficiently high calibre male candidates.

Cambridge now has few single-sex colleges: New Hall and Newnham admit only women, and Magdalene only men with Pembroke and Corpus



Economics graduate Philip Berent took to the air this week in an attempt to make history, in a 14-week microflight from Salisbury, Wiltshire, to the former Salisbury, Zimbabwe, now Harare. Philip, 24, who recently graduated from Sussex University, is making the epic flight in a series of hops, averaging 150 miles each, and will be followed by a three man crowd in a jeep - two other Sussex graduates and map strapped securely to his knee.

Give youth flexible skills, says Holland

by Patricia Santinelli

Revolutionary changes in attitudes to the training and career structures of young people must be made, Mr Geoffrey Holland, director of the Manpower Services Commission said this week.

Speaking at the annual conference of the Northern Ireland advisory committee for school-leavers' liaison in Belfast, Mr Holland said that traditional training programmes oriented towards specific jobs or employers no longer met the needs of the modern world.

"What we need to create is a new foundation learning system - a bridge between school and work which is grounded in the realities of the world, of employment and unemployment, and yet enables the individual young person to develop transferable understanding, skill and motivation," he said.

Mr Holland wanted all young people to have the opportunity of learning and be treated as learners up to the age of 18. This would include a number of basic abilities within a framework which allowed them to acquire transferable skills.

Of equal importance was the need

to change attitudes towards the idea of a career structure. The belief that most people and young people in particular had a clearly mapped out career in mind was largely false. Most had haphazard job histories depending on such factors like changing interests, aspirations, monetary or other needs.

"We shall get nowhere unless we recognize that each one of us acquires 'bricks' or 'modules' of knowledge and skill throughout our lives, Mr Holland said.

Mr David Young, chairman of the MSC, introduced its corporate plan for 1983/87 and said that unemployment was expected to remain at high levels. The commission would be spending around £2,000m in 1983/84 and some £2,400m in 1985/86 in major programmes to help the unemployed.

The document confirms that the MSC is still going ahead with its plan of occupational training to date it on supplementary standards by 1985.

The corporate plan also reveals a modest increase in the number of completions expected under the Training Opportunities Scheme.

Help for the harassed

Students at Glasgow University have established a committee to advise students who are being sexually harassed by staff, following a complaint from a male student.

Ms Robin Donnelly, senior vice-president of the Students' Representative Council and convener of the committee, said there had been allegations that both male and female students had been harassed by male lecturers. No female staff were said to be involved.

Ms Donnelly said four SRC members were available to give advice and help in studies. No student had yet asked for a case to be brought before the university. In the two weeks after the committee was set up, she had been approached by 10 women students claiming harassment, "from lecturing to explicit suggestions".

Harassment seemed widespread in all departments, said Ms Donnelly, but was particularly common in arts and social sciences where the majority of students were female and the majority of staff male.

Glasgow students have also written to their tutors, former newspaper editor Mr Robert Donnelly, expressing disgust at his involvement in a video magazine which includes film of prostitutes and clients in parked cars.

Mr Donnelly introduced various measures, design and sex allegations by Lord Rosney's mate.

Mr Donnelly has not yet replied to the students' letter, but he was reported in *The Sunday Telegraph* as saying: "I was shocked to see the guardian of my own university being reported as the guardian of such."

Koestler bequest

Arthur Koestler, the writer and political historian who died earlier this month, has left instructions for a £100,000 bequest to research in parasitology at a British university. According to his friends, Mr Koestler had become increasingly interested in the subject and had discussed the subject with certain university scientists. The bequest is to be used for research in parasitology.



The sight Edinburgh will never see - a bus advertisement from the Association of University Teachers saying "Britain needs its universities" has been rejected by Lothian Regional Council on the grounds that it is political. Mr Ian Cramond, Vice-Convener of the Tory-controlled region and convener of the transportation committee, said neither political nor religious advertising was accepted, and the AUT slogan had "borderline implications". He added: "I personally feel if we allowed this, the next thing might well be the Educational Institute of Scotland official for Scotland and the North of England, said the advert was completely uncontroversial and had already been accepted in London and Manchester. The union would now try to promote its campaign in Aberdeen, Dundee and Newcastle."

Talks fail to produce offer

Opening talks on the 1983 salary award to college lecturers broke up this week with no offer from the local authority employers.

Although schoolteachers have been offered 3.5 per cent, the employers balked at an opening offer to lecturers when union negotiators refused to drop significant structural elements of the claims.

In addition to 12 per cent and a £280 flat rate award - which the employers also oppose - the unions are seeking automatic progression from the top of the basic lecturer grade and a step towards parity between public sector higher education lecturers and the universities. Employers costed the package at more than 20 per cent.

The two sides are due to meet again on March 28 - three days after the teachers' next round of negotiations.

All groups of university workers have now lodged claims well in excess of the 3.5 per cent the university employers will tell them they can afford. Academics are seeking 12 per cent to restore salaries to their 1981 value and additional compensation for lecturers at the bottom of the scale.

A first meeting of the two sides is planned for March 28 - but after a settlement of the 1983 award, which is due from April 1, the Association of University Teachers wants talks on a new system of pay determination.

Poly voice on UGC

The deputy director of Leicester Polytechnic, Dr Sydney Cusson, has been appointed to the University Grants Committee in a move designed to cut across the binary divide

DES grants protest

The announcement that £34m of education money is to be earmarked for specific activities brought immediate protests from the local authorities.

Under the proposed education support grant scheme, authorities would bid for grants which would be made available for specific areas of educational activity defined by parliamentary regulations.

In principle any activity might be considered suitable for such a grant in adult and further education but it is likely that in the immediate term that training and vocational initiatives for the 16-19 age group will dominate.

By way of a carrot to the authorities, the bids approved will receive a grant to meet 70 per cent of the cost, which compares favourably with the 30 per cent grant which they get from the rate support grant. But this had not appeased authorities suspicious that it will open the door to greater financial interference from the Government.

Both the Association of Metropolitan Authorities and the Association of County Councils see this as setting a dangerous general precedent. They accept the need for grants for special needs on occasion, but with the urban areas, but see bidding for what is essentially their own money as a major erosion of the relationship between central and local government.

Any specific grant, for example further education for people with disabilities, will be subtracted from the block grant.

Mr John Lovell, chairman of the Conservative-controlled ACC policy committee, said he was disappointed that there had been no discussion before the consultation paper was released. "At this stage it is clear that it is not the Government's intention to reduce their money available to education authorities."

Mr Nicky Harrison, chairman of the Labour AMA education committee, said: "Any money taken out of the existing pool of expenditure and earmarked for specific projects in selected authorities will represent a loss of freedom of choice."

Nuclear safety study abandoned early

pressured: water nuclear reactors like the proposed Sizewell B station in Suffolk. British officials have been leading critics of the work, which they believe is poorly designed and administered.

Opponents of the project argued that repeated delays meant the same information could be more easily obtained from research in other countries. Criticism increased when the EEC commissioner for research, Viscount Etienne Davignon, sought approval last year for extra spending on the project to meet rising costs.

The EEC research ministers' meeting last December sought to satisfy

the critics by commissioning a report on the project from three European nuclear research directors. But their report, completed last month, echoed the British attacks on industrial and poor budgeting by SARA's administrators, paving the way for last week's final termination of the project.

The politics of the decision are complicated by the present British public inquiry into the new Sizewell reactor. The European Commission was also promised that all scientists at the ISPRA research centre in Italy, where SARA is based, will keep their jobs.

The conference will be held at the London Business School and the fee will be £55. Further details can be obtained from and bookings should be sent to: Kaye Smith, Education and Training, Institute of Manpower Studies, Manell Building, University of Sussex, Falmer, Brighton BN1 9RF. Telephone: (0273) 586731.

Among the speakers will be Mr Kenneth Durham, the chairman of Unilever; Lord Flowers, rector of Imperial College; and Professor Laing Barden, director of Newcastle upon Tyne Polytechnic.

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Focus on industry

"Industry and higher education: future collaboration" is the theme of a conference to be held on July 7 which is being organized jointly by the Institute of Manpower Studies and *The Times Higher Education Supplement*.

Among the speakers will be Mr Kenneth Durham, the chairman of Unilever; Lord Flowers, rector of Imperial College; and Professor Laing Barden, director of Newcastle upon Tyne Polytechnic.

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will keep their jobs.

Split salary plan for academics

by Ngao Crequier

University academics' pay should be divided into two elements, teaching and research, to encourage efficiency, according to a report in the March issue of *Public Money*, an independent policy journal sponsored by the Chartered Institute of Public Finance and Accountancy.

The authors, John Grettton the journal's editor, and John Posnett, economics lecturer at York University, argue that separating the two elements would give greater cost control to university departments and enable academics to have more choice in the paid work they undertake.

Under their scheme the University Grants Committee would continue to distribute money to universities for teaching purposes according to student numbers, and for research purposes, according to a notional sum of how much university money is attributable to research.

The UGC would have to decide how to allocate its research money to individual universities. It would do this by assessing university bids for the money. In the universities, research committees would assess the needs of competing departments. This would encourage departments to bear the costs, as well as benefit

Technology must be servant of society, says Lindop

Technology is in danger of becoming the master instead of the servant of society. It was wise to trust the "sovereign's apprentice", Sir Norman Lindop, the former director of Hatfield Polytechnic, said last week when he gave the Hatfield inaugural lecture.

Scientists were motivated by curiosity by a desire to know more about the phenomena of nature. Technologists were concerned with translating the work of scientists into practical uses. And because each scientist and each technologist was only part of the chain he or she could not be expected to have the moral responsibility for the result, he said.

"We have long passed the point where individual scientists can be held uniquely and solely responsible for the social consequences of their work, though this cannot exempt them from all concern for what happens, nor exonerate them if, glancing alarming possibilities, they take no action with those who are in a position to do something about it."

"Yet scientists and technologists can wield great power in our society. Often unaccountably and in secret. There should be a counter-force," he said. Sir Norman used the occasion, made possible through his request that part of the money collected by staff on his departure should sponsor an occasional lecture, to call for greater democratic control of the expert.

The nuclear arms race was "a classic story of pure, exciting but apparently ivory-tower science...unlocking a source of energy of unimaginable magnitude". Lord Solly Zuckerman, for six years chief scientific adviser to the Ministry of Defence, had alerted us to the fact that

from economics, in the use of resources.

A UGC research committee would see that every university received an appropriate, if not equal, share of resources, and would protect minority subjects, and prevent duplication. If a university failed to present viable bids, it would get no research money. But if this were too drastic and meant that a university doing no research would perhaps cease to be a university, the UGC could guarantee every place a minimum rate.

The authors also propose a piece-rate payment for teaching. There could be a flat-rate payable independent of teaching load and a unit teaching fee, based on individual courses.

Academics could trade off teaching time against research time and departments could offer merit payments to improve both teaching and research.

Departments would have much greater responsibility for evaluating academic work and assessment would become more important.

Academic Salaries: how to distinguish payment for teaching and research in universities, by John Grettton, with John Posnett, in *Public Money*, volume 2, number 4, March, 1983.

technologists were "no apostles of peace" but, as the men in the laboratories, had become the "alchemists of our times", intent upon perfecting the art of nuclear weapons, Sir Norman said.

"It is he, the technician, not the commander in the field who starts the process of formulating the so-called military need," he said. "The men in the nuclear weapons laboratories of both sides have succeeded in creating a world with an irrational foundation, on which a new set of political realities has in turn had to be built."

In the same way, he argued that information technology would end up leading society if it was not in its turn democratically controlled. Television, radio and now the computer which was a "more vital component than either of the others" had penetrated deep into society's structure.

Information gathering systems meant that the surveillance of whole populations was now possible and may already be going on. As past chairman of the data protection committee which reported to the Home Secretary, Sir Norman had doubts about the Bill now passing through Parliament.

"The important principles of data subject access and the independence of the data protection registrar are observed but so many loopholes and exemptions are proposed for the police, intelligence services, taxmen and immigration officers that it sets at naught many of the safeguards," he said.

But democratic control of technology required a basic level of scientific literacy in the voter. Sir Norman argued for basic science for all up to 16 years.

Reprieve for school of art

Winchester School of Art has been saved from closure. A Hampshire working party set up to discuss the problems facing advanced art design has recommended no change in the existing arrangements. It says a consortium should be set up to coordinate future policy.

The recommendations follow meetings between Winchester School of Art, Southampton College of Higher Education, Portsmouth Polytechnic and Portsmouth College of Art, the chairman and leader of the council and other elected representatives.

It is expected that the council will accept the recommendations in full.

The problems in bridging the gap

by Jon Turney
Science Correspondent

Why the researcher trying to keep control of a project which spans more than one discipline. A recent study of the problems faced by postgraduate students in this position identified no less than 23 pitfalls of interdisciplinary work - from communication difficulties between members of a multidisciplinary team to deciding who to ask for money.

Tom Whiston of the Science Policy Research Unit at Sussex University studied problems faced in interdisciplinary higher degrees for the joint committee of the Social Science Research Council and the Science and Engineering Research Council. This is the major source of funds for work which draws on both social and physical or biological sciences.

An abridged version of the full project report will not be available until the summer, but Whiston's checklist of problems gives an idea of the responses to his questionnaire, sent to recipients of joint committee grants.

Many of the difficulties stem from the choice of "real world" research problems - a choice which the award of grants for multidisciplinary projects is designed to encourage. But this means dealing with messy systems, which may well change during the study, and which involve people who may be hostile to academic investigators.

At the same time, would-be researchers will find other academics dubious about multidisciplinary work. They may have difficulty explaining exactly what the project entails and presenting results in a format acceptable to peer scrutiny and outside readers.

Students will have to avoid the temptation to go out of a target, and make sure the project does not end up with something quite different from the goals originally specified.

To this will be added problems of learning on the job - a few leading researchers are equally well-versed in several areas, making constructive use of them from a foreign discipline. Keeping options for research open and keeping an open mind about the problem.

Faced with this list, it might seem best to want to stay outside the straitjacket of a single discipline, but Whiston's final problem - deciding whether you are "problem solver" or "playing at being one" also shows part of the appeal of multidisciplinary research. Few researchers on more conventional projects have the opportunity to do either.

Making the most of a bad job

by Karen Gold

Advice without gobbledegook on all aspects of unemployment from legal rights to cheap recipes is the subject of a "redundancy pack" developed from a Lancashire adult education department.

The pack has been produced in pilot form by the liberal arts department of Nelson and Colne College, which is negotiating with the Department of Employment to distribute it throughout the country.

It would be most appropriate in job centres, according to the head of the department, Mr David Blezard. It comprises seven self-contained sections on redundancy, working notice, claiming unemployment and social security benefits, dealing with money, finding work, and a catalogue of general information including useful addresses.

All are produced in simple language with an attractive layout, with cartoons and illustrations. Much of them are a simple rewriting of information in local and national government leaflets, with gobbledegook removed.

They include explanations of redundancy and what to do when made redundant, legal and welfare rights, job applications, and practical advice - cheap recipes and lunch-saving tips - for those living on welfare benefits.

To obtain all the information, an individual would have to visit about 100 offices in any borough, according to Mr Blezard. Three workers on a Manpower Services Commission scheme designed by the college collected it in a year. They also did a survey of 1,000 unemployed people throughout the country to find what they would like contained in the pack.

The project began when staff at Nelson and Colne found themselves advising increasing time advising adult education students on these subjects, or sending them to the local job centre.

"It became apparent that the job centres were swamped, so they could only give people gobbledegook," said Mr Blezard. The college began an adult education course in the subject, but decided it was an inefficient way of distributing the information as widely as possible.



Leicester Polytechnic knitwear technology technicians Isobel Hill and Dennis Cragg pose in an outdoor cardigan made up for an Italian who could find nothing to fit him in his own country. Polytechnic students will take the garment, which took 56 balls of wool, to Milan when they visit a trade fair there.

Report shows engineers still unhappy with their lot

by Jon Turney
Science Correspondent

The sorry state of British engineering education was highlighted again this week by a report from the Council of Engineering Education Project at Leicester Polytechnic.

Sir Monty Finniston, whose report in 1980 called for radical changes in engineering education and training, welcomed the new study, which shows that both graduate engineers and their employers are very dissatisfied with the existing curriculum.

At a press conference at the Institute of Electrical Engineers, Sir Monty said that the Leicester study underlined the need for urgent action.

Geoff Beuret, who directed the study, agreed that the research results from interviewing young graduate engineers filled out the picture painted in the Finniston report, but stressed that the Leicester team had "no desire to bash engineers - our critique is based on the views of engineers themselves".

Most speakers looked to the new Engineering Council, created to carry out the recommendations of the Finniston report, to promote

answers to the problems identified in the new study.

Sir Monty said: "I would deposit a lot of copies of this document with the Engineering Council - they've got to justify themselves in the end, this is one way they can do it."

Mr Geoffrey Harrison, chairman of the Institute of Mechanical Engineers, said that one way the Engineering Council could grasp the nettle immediately would be by producing a coherent syllabus for an "Engineering in Society" paper, as proposed by the institute last year.

Sir Monty also stressed that increasing provision for continuing education was crucial to achieving the improvements in practising engineers' knowledge which they and their employers wanted. Extended degree courses were not a panacea because it was useless trying to cram everything needed into a course at the beginning of an engineer's career.

"We've got 75 establishments for higher education, and the argument that we can't afford to send people to them for continuing education is absurd," he said.

Survey details: page 8

Funds fall worries sociologists

Sociologists are increasingly alarmed about "vicious cuts" in research and the fall in sociology postgraduate awards to more than half the total of five years ago.

The British Sociological Association, which has 1,400 members, has written to the Social Science Research Council expressing its concern over current cuts, drawing particular attention to the proposed discontinuation of British Election studies.

The allocation of SSRC postgraduate awards in sociology have fallen from 178 in 1978/79 to 77 in 1982/83. The fall is broadly in proportion to the overall fall in SSRC awards from 1,672 to 754 in five years forced by repeated government cuts.

The proportion of funds going to sociology has however risen from 11 per cent in 1980/81 to 12 per cent in 1981/82, but the total budget available was smaller.

At a briefing in London last week the BSA made clear it did not feel sociology was being singled out for special cuts but it was alarmed about the level of cuts in the social sciences

in general. It believes that in the past two years no full time sociology graduate has managed to secure a tenured university teaching post. All vacant posts have been filled by existing sociology teachers.

On the other hand interest in sociology seemed to be increasing, with pressure on university admissions picking up. In part to deal with this the BSA has just distributed 13,500 copies of a new booklet "explaining opportunities and what the subject involves".

Statistics from the Universities Central Council on Admissions show almost twice as many women sociology graduates as men, with about nine women in five men and one in nine women believed unemployed six months after graduating in 1980/81.

*Sociology - information, and opportunities and details of the conference Beyond The Fringe - The Periphery of Industrial Society, free from the BSA, 10 Portugal Street, London WC2A 2HU.

Olga Wojtas reports from the Scottish NUS conference

Students' vote is 'vital'

Students' votes will determine the outcome of elections in 10 constituencies and will heavily influence another 32, according to the chairperson of the National Union of Students in Scotland.

Mr Bob McLean, addressing the union's annual conference in Helensburgh, said: "We intend to use our democratic power to affect the outcome of the next general election in the Scottish Student Marginals."

Mr McLean challenged Mr George Younger, Secretary of State for Scotland, who has presided over a massive denial of educational opportunities in Scotland, to a public debate in Crnigie College of Education in his constituency on student loans and education cuts.

Mr Graham Scott, of Strathclyde University, said loans was the most important issue students were con-

fronting, and an election year gave them a unique opportunity to express their views on the future of the education system.

"Not only do loans discriminate against working class students, women students and mature students, but even the Government's own estimates show that such a scheme would be uneconomic. What you have is a thinly disguised attempt to make education the privilege of a wealthy few," he said.

The conference unanimously passed a motion saying that the present mandatory grant scheme had played a crucial role in the expansion of higher education, and it reaffirmed its support for a grants system free of any parental contribution.

The students welcomed the Law Lords' recent judgment that overseas students might be seen as ordinarily

resident in this country.

Ms Gloria Murray, of the union's Scottish executive committee, said: "This has important implications for grants, fees and national health service charges for overseas students, and NUS should take the lead in putting the pressure on the Scottish Education Department to charge home student fees and consider overseas students for mandatory awards."

The union is to seek a meeting with the SED to urge that high fees paid in the past by overseas students eligible for lower fees will be refunded.

It will also encourage institutions to take out block medical insurance for overseas students until the decision to charge certain students for the National Health Service has been repealed.

Funds raised for peace camp

The conference raised £103 through a raffle and disco for the nearby peace camp outside the Faslane submarine base, which is a potential Trident missile site.

Mr Ian Birrell, of Aberdeen University, unsuccessfully proposed that the visit to the Faslane peace camp should be cancelled. "This is a classic example of NUS wasting its time, for while this might be a very important cause, this is a very short conference, and we have been elected to come here to decide policy," he said.

But Mr Keith Leathem, of the Scottish executive, said the union's policy was peace and disarmament, committed it to active campaigning.

The conference also passed an emergency motion to send a telegram of support to the women's peace camp at Greenham Common, and condemned the court order evicting women from the site as "a political move by the courts to silence opposition in the Government."

One nursing centre urged

by Sandra Henipel

Nursing studies within London University should be concentrated in a single expanded department at Chelsea College at the expense of other existing and proposed courses, a university working party has recommended.

The working party, set up on the advice of a special advisory committee last summer, says that the course at Huddersfield College should close and funds be transferred for a new course from University College and the Middlesex Hospital Medical School to be an answer to immediate needs.

The key element in the university's undergraduate programme should be a four-year integrated BSc course and the "immediate object" should be a department which can sustain postgraduate teaching and research as well as the undergraduate course.

Recommending no further intakes to the Bedford course, the report says that besides difficulties that would arise over the merger of Bedford with Royal Holloway and the subsequent move to Egham, there were other problems with the course, which is run in association with Middlesex. "Difficulties clearly exist between Bedford and the Middlesex Hospital School of Nursing", the report says.

Turning to a proposed BSc in nursing studies at University College/Middlesex, the working party was concerned that the plans, while "admittedly in a preliminary form, do not appear to give adequate emphasis to the development of a strong department of nursing studies."

The working party was, however, "impressed" by the Chelsea course and "had no doubt" that it should continue and that the university should ensure there was no reduction in the number of undergraduate nursing students. Chelsea should be given resources to increase its intake as soon as possible from 24 to 30 or 32 and in the long-term to around 50.

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China scholar expelled 'because of political pressure'

from E. Patrick McQuaid

CAMBRIDGE, Mass. A classic row over academic freedom has been triggered off among American anthropologists by Stanford University's decision to expel a scholar-turned-journalist who published a series of vitriolic articles on Chinese rural health care that have infuriated Peking.

Last month Mr Steven Mosher, a doctoral candidate, was expelled from Stanford's graduate anthropology programme following an internal report on his activities by a panel of teaching staff. Professor Clifford Barnett, who heads the department, would say only that Mr Mosher had violated scholarly guidelines, "misbehaving professionally."

But many scholars claim that Stanford has bowed to pressures from the Chinese Academy of Social Sciences and the Peking Government which complained that Mr Mosher had "exceeded the scope of his research" and that his publications were politically motivated. An anthropologist with the University of California at Berkeley went so far as to say that Peking has banned all long-term research by Western scholars as a result of Mr Mosher's actions, though

there has been no official word from the Chinese to support this. Mr Mosher was one of the first American scholars permitted to carry out extensive field research in rural China. In separate excursions in 1979 and 1980 throughout the southeastern Guangdong province, he said he observed forced abortions - some at the last stages of pregnancy - and government-sanctioned infanticide. Peking has not challenged his findings so much as his decision to publish them in the popular press. Mr Mosher's accounts were carried by the *Asian Wall Street Journal*, published in Hongkong, and a magazine supplement to the *Sunday China Times*, a Taiwanese periodical the mainland considers politically abusive.

Peking officials claimed that by publishing in Taiwan Mr Mosher made it clear that the purpose of his work was to attack China. Chinese academics said he had violated both professional ethics and local regulations, endangering the prospects of future field research for Western scholars.

The executive director of the American Anthropological Association, Mr Edward Lehman, has said

that the Chinese have not given any indication of "closing" the door to American or other Western anthropologists and social scientists.

Scholars on both sides of the issue found especially objectionable the Taiwanese publication of photographs in which the faces of abortion patients in one Guangdong clinic were recognizable. In his reports Mr Mosher said he accompanied a group of Chinese women through the government-sponsored birth control programme. During emotional group meetings, he said, the women were exhorted to undergo abortions. Those refusing abortion were kept at the clinic until delivery. The infants were then killed, claims Mr Mosher.

The anthropologist, 34, says what he witnessed was barbaric and what he published was objective and scholarly. He has said he will probably appeal against the Stanford decision and then take legal action. "I was expelled because the faculty committee of 11 unanimously chose to believe charges brought by the

Chinese that my articles about rural birth control had endangered the lives of innocent villagers," he said. Mr Mosher also cited testimony from his ex-wife, Maggie So, as part of the evidence against him. "When she visited me in the village of Guangdong province in April of 1980 and I asked for a divorce, she said she would ruin me."

Mr Mosher was flown to San Francisco at Stanford's expense to be allowed a chance to respond to a committee report questioning his professional conduct.

"I was a graduate student. If I were a faculty member, matters would have turned out differently," Mr Mosher wants to have the report that convicted him released to the public, but cannot because that could endanger the possibility of his taking legal action.

Dr Clifford Barnett, chairman of the Stanford department of anthropology, said that the report could not be released because it contained information that might be injurious to innocent parties. He also said in a letter to Mr Mosher that the decision to expel him from the programme had been made with great regret. He praised his excellent academic record.



Steven Mosher with the report that brought about his expulsion from Stanford.

House ignores Reagan's call for cuts

In a stinging rebuke to President Reagan's attempts to curb education spending the House of Representatives has approved expenditures totalling \$425m to upgrade programmes in science and mathematics training during the next fiscal year - \$350m more than the White House had recommended.

Similarly legislation has been introduced in the Senate which last week began hearings before the labour and human resources committee to explore a host of comprehensive measures.

Meanwhile the House education and labour committee has forwarded its recommendation that \$7.4 billion be allocated for higher education programmes. That exceeds the president's request by \$1.3 billion.

The House bill was passed by 348 to 54 votes, but not without some vocal opposition, mainly from Mr Reagan's fellow-party members. Republican John Erlenborn of Illinois, ranking minority member of the education and labour committee, said it was "the height of irresponsibility to create a new \$400m spending programme in light of the \$200 billion federal deficit".

He said Americans were hoping that "throwing money at a problem" would make it disappear.

But Democrat Charles Perkins of Kentucky, who chairs the committee and is co-author of the legislation, reported that 43 states claimed shortages of maths teachers and 42 reported shortages of physics teachers. Maths and science teachers in the nation were not qualified to teach those subjects.

According to the House bill, the Education Department would receive \$295m next fiscal year to improve science, mathematics and foreign language instruction at pre-college levels with the remaining \$130m allocated to initiate and support programmes of the tertiary level.

Of the foundation's share, \$100m would be placed in a special fund which would be used to help colleges and universities buy new equipment. Congress members hoped the funds would be matched by local industries with an interest in maintaining university-level research.

The 150,000-dollar question

The news that the new president of the multi-campus University of California system will receive a salary of \$150,000 a year, the highest on record, has again generated interest in academe.

Last year a stir was caused by the announcement by Texas A and M University that it would hire a popular football coach for a record \$287,000 salary - a six-year contract worth more than \$1.7m - and later that it would recruit a top physicist with similar enticements.

At the University of California, Berkeley, the College and University Personnel Association reports that the California's new chief executive will earn more than any other president of a single institution in the system.

Among the highest paid administrators are two deans of medicine, earning "at least" \$150,000 and 23 others averaging \$100,000 or more.

Two chief executives of higher education systems are reported to be earning between \$135,000 and \$140,000 and at two separate institutions the presidential salaries are between \$140,000 and \$146,000.

The median salary for the chief executive of a system is reported to be \$66,725. In the public sector, such as California's system, the median salary is \$65,950 while private systems average \$72,000 for chief executives. The average pay for university presidents is \$77,252 and for four-year college systems, \$69,000. The median salary for a chief executive officer is \$53,624. Public institutions report an average salary of \$55,693 while private institutions pay \$55,400. All universities average \$67,760 for presidents while four-year colleges pay \$54,000.

Individual salaries are generally kept confidential. The annual survey by the Washington-based agency is designed to reflect a broad overview.

Salaries for various positions. The survey details the median wage for about 36,000 administrators in 94 employment categories.

Football coaches are not included in the survey, although the median salary for a men's athletics director of all responding universities is \$34,000 and \$26,747 for a women's athletics director. Mr Jackie Sharrell, at Texas A and M, holds all records for top salary while the coach at the University of Oklahoma, Mr Barry Switzer, was reportedly paid more than \$600,000 last year. The late Paul "Bear" Bryant, who had more wins than any coach in history, was said to receive \$115,000 from the University of Alabama.

Football coaches are said to average between \$45,000 and \$60,000 a year, according to figures from the National Collegiate Athletics Association.

Immigration boost for Iranians

Special immigration measures were approved in Ottawa this month to permit 2,000 Iranians to remain in Canada. The ruling by the Canadian Immigration Department will allow them to apply for permanent residency without having to leave the country, the normal channel of registration.

The move follows parliamentary bickering over proposed amnesty plans for Canada's estimated 200,000 illegal immigrants and reports that Iranian students at Canadian universities are being harassed, beaten, and threatened with death by henchmen for the Khomeini regime.

A foreign student advisor at Montreal's Concordia University claimed at a recent news conference that a man charged with the stabbing of an Iranian student there was a frequent visitor to the Iranian embassy in Ottawa. An embassy representative, Mr Mohammed Fadai, denied allegations that the suspect was a government employee.

Last year a near riot broke out at Concordia between anti-Khomeini students and supporters of the Ayatollah, who were said to have been bussed in for the occasion. The student advisor, Ms Elizabeth Morcy, said the university's 200 Iranian students had reported several instances of harassment to her office.

In addition to the stabbing incident, another student says he has received telephone calls in the middle of the night threatening him with death because he has been distributing pamphlets opposing the Khomeini government. His room mate, not an Iranian, was told to move out or face violence.

Mr Masoud Ramzy, of the Canadian Muslim Iranian Students Society, an affiliate of the Marxist-Islamic "Mojaheddin" movement, said embassy visitors had been assaulted while renewing their passports and told that their families would face reprisals at home for their activities in Canada. Concordia students also reported that an Iranian non-student has followed them on campus, listening in on conversations. The Mojaheddin contingent supported the Islamic group but were later driven into exile.

An Ottawa attorney, Ms Kathryn Barnard, says she has represented Iranian students who in order to obtain visas have had to meet 32 different criteria imposed by the Canadian government. She said the criteria were "ridiculous" and "unfair".

Numerous international human rights agencies have denounced the Canadian government's policy of "selective" immigration. They have urged the government to face the Iranian government's human rights abuses on their

Overseas news

All-Africa research centre: site chosen

by Thomas Lund

The Ivory Coast is likely to host the proposed Institute for Natural Resources in Africa intended to concentrate advanced scientific research and training throughout the continent. The institution will cost up to \$50m to set up and up to \$4.5m a year to run.

Its establishment, planned by the United Nations University with the backing of the Organization for African Unity and the Economic Commission for Africa, is to stimulate research and development in the spheres of natural resources, agriculture and the environment, meeting the specific scientific needs of some of the world's poorest countries.

The institutional structure and operational approach of the institute will have to be assembled with great care to take into account the classified nature of most information related to natural resources.

To be successful, the institute must on the one hand win the support of African governments much concerned with national security; on the other, it must pool and share specialist knowledge among the continent's various institutions.

Advanced discussions on the site of the institute have been taking place since late last year. Dr Thomas R. Odilamb, director of the International Centre of Insect Physiology and Ecology in Nairobi and chairman of the UNU's group of experts in charge of the establishment, will be in the Ivory Coast in September. He was accompanied by Dr A. A. Kwabong, the vice-rector of UNU responsible for institutional planning and resource development.

Professor Odilamb says the site must include free access to excellent national scientific institutions, adequate regional flight connections, and tele-systems for handling real-time remote-sensing data and establishing on-line access to data banks.

The projected medium-sized African institute is to have the best possible physical facilities and support services for efficient management and effective output. Its programme of work will be carried out through a network of participating scientists and institutions throughout the continent.

Research at the Institute will concentrate on industrial development through exploration, assessment and innovation in such spheres as land-use, energy, water and mineral resources. It will promote interaction between the modern scientific approach and traditional empirical knowledge and skills.

The institute is to provide the necessary initial expertise and facilities enabling its participants to achieve a competitive edge and the capacity to undertake consultancy services. Its work will necessitate a range of research facilities which are at present beyond the reach of most universities in Africa.

Research associates at the institute will be appointed for five years each, with the possibility of renewal. Eventually, they will be drawn from all countries of the continent but, at the start of the scheme, the selection process will concentrate on assembling scientific and technological capabilities in the shortest possible time.

The training programme will be closely related to the research and development work of the institute. It will be planned to help African countries to increase their domestic research capabilities and to develop composite skills for the collection and processing of data related to natural resources for practical application.

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Indonesian university administrators with Mr John Wilcox of Loughborough University at a reception held for them in London recently. The administrators, part of a group of 16, were at the end of a six-month training course sponsored by the British Council and run by the Conference of University Administrators. The Indonesians gained experience in several British universities and colleges as well as receiving formal teaching.

Caste row closes university

from A. S. Abraham

BOMBAY The prestigious Jawaharlal Nehru University (JNU) in New Delhi, more lavishly endowed than any other higher education institution in India, has been closed until further notice, bringing to a head a prolonged strike by students against their teachers.

The JNU Students' Union has accused Dr P. C. Saxena, in the school of computer sciences, of making derogatory remarks and discriminating against Untouchable students. It also wants an inquiry into alleged corruption in the school. The students want Dr Saxena to be arrested for "caste victimisation", an offence under the 1955 Civil Rights Act. The police have themselves filed a complaint against him and prepared a warrant for his arrest. Until he is presented to court, the student union wants him suspended.

However the JNU Teachers' Association has opposed the students' demand for suspension without first investigating the charges. To back their case, the teachers went on a day's token strike.

Acting vice chancellor, Professor P. N. Srivastava, says an investigation into Dr Saxena's conduct can be held until the police complete their examination of the charges. To defuse the tension arising out of this stalemate, the vice chancellor left it to the students to choose JNU indefinitely.

JNU has been disrupted by such conflicts so often as to become synonymous with university malfunctioning. A minority of "committed" teachers and students, with common links, has repeatedly held the university to ransom. That alliance has since split.

Neither the federal education ministry (JNU is federally administered) nor the University Grants Commission wants to have anything to do with putting things right in an institution which has been going downhill almost from the beginning. "No one would lose a night's sleep," said a New Delhi daily newspaper "if the university was simply dismantled".

Dr Stanley Kalpage, chairman of the UGC, said that at the Colombo university students of all faculties, except the medical, were involved. He has also asked the Education Ministry to recall to service some 450 government teachers, assigned to follow a university course, who were also boycotting lectures.

At Jayawaranapura, an "illegal" university students' disturbance held a meeting, creating a disturbance near the office of the "Competent Authority" (Mr K. Koditiwakku) who is reported to have suspended a student leader and dissolved the student council.

Dr Kalpage said students were required to attend 80 per cent of lectures to be eligible to sit examinations and the examinations would not be postponed.

Hawke's cash problems could delay promises

from Geoff Maslen

MELBOURNE With its largest majority ever the new Labor government under prime minister Bob Hawke faces enormous financial problems which could mean his promises to higher education may not be met for some time.

Labor undoubtedly received strong support on the campuses and many academics and students will be eagerly waiting for signs of the new era. In the short term - given that the Government could be facing a A\$9,600m deficit in 1984 - promises which cost lots of money may not be realized, although it seems certain that the supplicants from higher education circles will get a better hearing.

In some areas, however, the Hawke government is likely to take immediate action. It has promised, for instance, to increase participation rates as part of a campaign to reduce levels of unemployment/financial assistance. Labor promised before the election to increase the tertiary education allowance to the level of the single unemployment benefit; although it gave no timetable by which this would be achieved.

In the area of research, Labor will introduce 300 new post-doctoral fellowships. But this will be phased in gradually with no timetable for completion. Only in the field of technical and further education has Labor given a concrete promise: an extra A\$45m over the next three years.

However, Labor is committed to reintroducing triennial funding for capital works and equipment, a system which was suspended by the last Labor government in 1975 and abolished by the Fraser government in 1976. Triennial funding for recurrent funding only was restored in 1978. Labor also says it supports the establishment of a university in the Northern Territory, although it seems likely this will be gradually phased in. Initial money will be provided in the 1985-87 triennium.

Under Labor the Fraser government's controversial loans scheme will be scrapped but it will honour any promises already made to students who sought loans before the election.

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Banks asked to suspend loans

from D. B. Udalgama

COLOMBO The University Grants Commission has asked the Bank of Ceylon and the People's Bank (both state-owned) to suspend loans to undergraduate students of the University of Colombo and the University of Sri Jayawardenapura who have been boycotting lectures since February 23 protesting against the levy of fees from external law students and the admission of some students from the Kotelawala Defence Academy to certain university courses.

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The toast of Wales

Every member of the Welsh rugby union squad has been physiologically tested and prescribed a pre-match training schedule and diet by two academics, Richard Weekes reports.

If the Welsh rugby union side should scamp round the Parc des Princes stadium in Paris noticeably quicker than the French tomorrow, one man sitting in the stands and another back in England will be feeling rather pleased with themselves. And if the Welsh should also prove inveterate in the nicks and more powerful on the break, they might be tempted to claim a little of the credit for bringing the Five Nations championship back to the principality.

The two men in question are Tom Hudson, sports director at Bath University, and Dr Bruce Davies, senior lecturer in the department of human kinetics at Salford University. In conjunction with the Welsh Rugby Union, they recently completed a physiological analysis of each member of the Welsh squad based on tests made during the season. From their findings recommendations have gone to the Welsh coaches on group and individual training schedules and pre-match diet.

This sort of laboratory testing is familiar to athletes seeking to maximize their performance in a specific event. Middle distance runners approaching an Olympic Games, for example, will leave nothing to chance in ensuring that their preparation training helps them to peak for the games and not before. But what is new, in Britain at least, about the Hudson-Davies venture is their attempt to apply the same technique to a whole team.

There is a strong body of opinion in this country that science has no more place in sport than does politics. The extraordinary success of *Chariot of Fire* is testimony to the nostalgia for the time when victory

supposedly went to the candidate most possessed of courage and determination rather than the one with the highest haemoglobin count. There has always been a willing audience here for the caricature view of Eastern European medal-winners as no more than super-programmed robots.

Where others put their faith in science, British team sports have largely made do with superstition. The figure of Don Revie, the former England football manager, is a case in point. For all his token gesture towards science with "player dossiers", superstition remained his touchstone, even down to the pre-match of wearing the same "lucky" suit to every England international at Wembley.

Clearly the redoubts of British team sports are not about to fall to university scientists overnight, but Tom Hudson and Bruce Davies have the Welsh RU sufficiently to get into a lab with the players. For a start, they enjoyed the right credentials. Davies has a long track record of sports work at Salford, involving national hockey, wrestling and cycling, and Manchester City FC. Hudson spent ten years as conditioning coach at Llanelli, working with such greats as Phil Bennett and J. J. Williams.

Once in the lab and on the treadmill, each player was tested for everything from maximum oxygen uptake to lactic acid build-up, specificity of work to percentage of body fat. In world terms there hasn't been any work done on rugby players, says Hudson. "There's lots of tried to adapt the energy systems in those activities to rugby. The secret is to know from your results what sort of training to recommend."

The long-term aim, says Hudson, is to build up a library of knowledge on rugby performance. Through the agency of the sports scholarship system at Bath, he is also amassing quite a wealth of knowledge on a range of other sports. Above his desk in the sports centre sit a row of black folders, containing every detail of the training routines, psychological profile and competitive goals of Bath sports scholars, past and present.



Room for improvement: England spirits away from Wales in last year's international

The latest entry in the file of canoesist Martin Hughes concerns his preparation for the white water and slalom events at the world canoeing championships to be held at Merano, Italy, this June. "Extend cardiovascular fitness; improve general and specific strength; improve flexibility; aim to work at maximum speed all the way." Almost as an afterthought, Hughes has written: "Beat the Americans!"

The individual Welsh findings are privy to the eyes of Hudson, Davies and the Welsh RU, for fear of giving away trade secrets, but in general terms the backs have been given routines to develop better general and specific strength, and the forwards routines to reduce body fat. The two academics have designed a training circuit geared to test fitness in rugby players, based on a series of middle distance runs and short sprints around a slalom course, with statutory recovery times between each section.

Pre-match diet, a Davies speciality, was also included. The fashion now is to step up carbohydrate intake a week before internationals along with a punishing training session to create carbohydrate "debt". Then, on match day, "light" training only "all-week, with toast and jam five hours before the match, and caffeine to mobilize the fatty acids throughout the game."

In one sense, Hudson and Davies could not have picked a tougher nut to crack in asking Welsh rugby players to change habits of a lifetime. The national game of Wales lives by a monky code, and does not take easily to advice. "We're stuck with this image of hard-drinking men who

are shattered at the end of 80 minutes," admits Mark Davies, a tankard who lost his place in the team when he broke his hand at the start of the season.

John Dawes, the Welsh coach, while admitting he is one of nature's sceptics, says it is for the players to decide if the university conclusion has produced any benefits. At the moment, the response from the players is mixed. Not surprisingly, those most favourable tend to be in professional occupations with some familiarity with universities. Swansea hospital, remember, is the arrival of the 1981 All Blacks: "I was playing opposite Graham Murray, whose level of fitness was just superb. It was clear to me then that if we were going to compete at international level, we'd have to improve our preparation."

Hudson and Davies hope the Welsh RU will allow them back after the summer to carry out a much more extensive programme throughout the 1983/84 season, incorporating psychological profile tests to measure qualities like hostility, dominance and competitiveness. Such attempts to shed the cold light of reason on the largely unquantifiable attributes of mental preparedness are, Hudson admits, somewhat less than scientific.

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approach, but if you ask Rob Paisley, I bet he'll tell you, "We do it like this because we find it works."

Yet, under the double impact of the health revolution and the growing body of sports research being carried out in America and Europe, the future place of the academic in the preparation of British sports teams seems assured. At Southampton University, Gery Burrell and John McFadden are working with the British sailing team as fitness advisers in the run-up to the Los Angeles Olympics. And this time, there has been no need to sell the idea to a sceptical national body.

"I am a believer," says Rob Carr, Britain's Olympic sailing coach. "We need to know about local muscle endurance for every class of boat. The athlete has to be ready to perform the same operation on seven consecutive days."

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Of course, Terry Holmes could be right when he suggests that all the talk of what to eat prior to the game "may be just superstition". "Liverpool football club have got it right on peaking for matches," says Hudson. "There is not an academic

Ask the engineers

Jon Turney reports on a survey that shows Britain's engineers have very little all-round training

business context, but less than a quarter believe their engineering employees could do so.

Engineers also fell far short of their colleagues' expectations in their ability to describe engineering ideas clearly to lay people and to contribute to policy meetings. Overall, the researchers suggest engineers "tend to be intellectually and culturally isolated, partly because they find it difficult to see, or at least to treat seriously, any other perspective than their own."

This isolation leads to their exclusion from policy-making, and means that a young engineer with a good idea has little notion of how to present it. Many engineers simply didn't know whether other departments understood engineering language, and those who had an opinion felt that, on the whole, they didn't.

And the same engineers frankly admitted that their own knowledge of company policy, marketing, or by the board, was poor. Beuret and Webb conclude from these results: "It is engineers' failure to see how many of these graduate technicians can fill any role other than that of an engineer. Their ignorance of the organization and its policies and of the work of other groups seem certain to preclude their adopting a full professional role."

The researchers and their subjects both lay the blame for these deficiencies on higher education. Engineering degrees are "both technically narrow and narrowly technical," the report says. Technically narrow because there is too much emphasis on scientific and mathematical techniques and too little on broad practical aspects of a range of engineering disciplines. And narrowly technical because

The attitudes conveyed by the structure of existing courses appeared to undermine any attempt to cater for these needs. The Leicester study found that "many engineers had been technically shaken when they realized that non-technical abilities were at least as important as technical abilities in their jobs as engineers. They often recalled their own tendency to pay scant attention to such courses as had been provided, preferring to get on with the 'real business' of engineering as they had learnt to define it."

This difficulty in introducing new courses which cut across the assumptions of the traditional engineering curriculum is only one of the obstacles which may hamper efforts to correct engineers' inadequacies. Some respondents suggested that "most engineers are not gravely dissatisfied with their lot," despite their low status and the poor image the profession has in this country.

And the respondents' lack of interest in measures to improve engineers' standing will be unwelcome news for the Engineering Council, created in the wake of the Finniston report to promote "the engineering dimension". The council's education and training working party before it begins to issue policy recommendations later this year.

However, if the report indicates that the professional rank and file are not seeking radical change, it also suggests that other interested parties are becoming aware of the case for reform, or so the authors hope. They suggest their report may succeed where others

have failed because it rests on "impartial, empirical research which demonstrates the weaknesses in British engineering education as seen by its final 'customers', engineers and their colleagues."

The report's enthusiastic endorsement from Sir Monty Finniston should also help ensure that it does not simply rest on policymakers' shelves. Much of the momentum behind the proposals for reform in Sir Monty's own report on the engineering profession was dissipated in the ensuing negotiations with the various engineering institutions over the shape of the new council, as recorded in a recent paper by Professor Jeremy Richardson of the University of Strathclyde, and Dr Grant Jordan of Aberdeen University.

Sir Monty has been notably reticent about the work of the Engineering Council since it was set up, in marked contrast to his foreword to the Leicester report which he hopes "will do something to wear away the stony indifference of the nation to the future of engineering and engineers by action now and not in the indefinite future when it is too late."

In this follow-up work, Beuret and his colleagues will be asking teachers and students what can be done to adapt engineering courses to meet the needs identified in the first survey. In the meantime, they have framed a detailed statement of the goals of engineering education.

Although the detailed statement of goals runs to three pages, they are still rather general. It still remains to specify how these goals can be achieved through university and polytechnic courses and industrial training. Then, perhaps, graduate engineers will no longer ask, as one of the interviewees in this study did, "I wonder why I went to university. They hire ONCs to do this work."

Engineers - Servants or Saviours? Geoff Beuret and Anne Webb, Leicester Polytechnic. "Policy-Making and Engineering Change, from the Finniston report to the Engineering Council, Strathclyde Papers on Government and Politics, No 7, £4.

A close look at the private colleges continues our series on alternative funding

Trying to assess the private worth

No one knows just how many private colleges there are in Britain, let alone what standard of provision they offer the thousands of overseas students who form the majority of their clientele. Even when the Department of Education and Science ran an inspection scheme for the colleges, civil servants did not claim to have any sort of comprehensive picture of the sector. Now there is a free-for-all conducted largely in the advertising columns of public and private institutions rubbing shoulders with much less scrupulous organizations.

Despite a probably temporary lull in the past year, the private sector has thrived under the Conservative Government, largely thanks to the full-cost fees policy thrust upon public institutions. Hinge fee increases in universities, polytechnics and local authority colleges have made it easy for private institutions, with much lower overheads, to undercut their larger and more established rivals. With even non-advanced courses now costing thousands of pounds in the public sector, the market for vocational courses of the type to be found in most further education colleges was bound to expand. And the potential for those prepared to take unsuspecting foreigners for a ride with apparently impressive but actually worthless qualifications was equally obvious.

An increasing number of horror stories both in Britain and, more importantly, abroad, give evidence of the extent to which this potential continues to be exploited. Both Malaysian and Sri Lankan newspapers have had cautionary tales to tell this year. In the Sri Lankan case, it was the inability of the would-be student to satisfy immigration requirements which was the source of the trouble, but the refusal of the college involved to reimburse prepaid fees led to a bad press in Colombo which has prompted further withdrawals from private colleges.

The case epitomizes the problems caused for the hundreds of respectable, if usually undistinguished, private institutions by the remainder. Led by the singularly successful University College at Buckingham (soon to be the University of Buckingham, complete with Royal Charter), the private sector contains a number of institutions well-known and respected in their own fields. The Holborn Law Tutors, in London, for example, have a success rate in examinations which is the envy of some law departments; and the Architectural Association's School of Architecture is another vocational college which competes an equal terms with the public sector.

At a lower academic level, the many English language schools, which flourish particularly in the summer in the south of England, provide a service which is dominated by private enterprise. And many colleges have also sprung up concentrating on a level tuition for foreign students who cannot or will not pay the fees now forced upon local authority colleges.

But the headlines will always be captured by those which fall, either through financial misadventure or deliberate exploitation, to provide the service they advertise. Such enterprises tend to come and go with bewildering rapidity and to change their names equally regularly, making monitoring their activities, as difficult as they would wish. Facilities are often minimal, classes crowded, qualifications almost useless and teaching poor.

Complaints flow in regularly to organizations such as the National Union of Students and the United Kingdom Council for Overseas Students Affairs, although many more must go unheard because the aggrieved party does not know where to take his or her case. The UKCOSA reckons to receive about four complaints a month despite having no organization in the vast majority of private colleges. Earlier this year, for example, a Nigerian student threatened to commit suicide

having paid £1,300 fees in a London business college only to find that the course he expected to join was not available. He is still fighting for reimbursement, having refused an alternative course and transferred to another college.

Other complaints stem from the various grants and scholarships services advertised abroad, claiming to have access to funds which will enable students to get financial support in Britain.

So-called "degree mills", which offer worthless degrees without study or payment of a fee, are by no means restricted to Britain - the United States is the undisputed capital of this particular world. But the University of England at Oxford is one example of such an operation in this country. An associate degree is offered at \$400, a bachelor's at \$500 and a doctorate at \$650. Applicants are asked to supply a resume of the proposed degree and/or a thesis, both of which will be judged favourably. There is even a money-back offer for those not satisfied with their degree.

The "university" prospects add encouragingly: "You are not limited by our list of the more commonly desired degrees. Be creative, but please do not request degrees in Medicine or Dentistry, or blank degrees." Additional degrees come at a discount of 20 per cent if ordered at the same time and the wards may be stamped with any date since the organization's foundation, which is listed as 1918. The university, which claims to be validated by the European Accrediting Association in Boulogne, expects to supply degrees within six weeks of an application.

Other colleges are less blatant than the University of England, but do trade on an implied association with a university, usually Oxford. A newspaper advertisement last year for courses at Emmanuel College, Oxford, for example, attracted more than 30 applications from foreign students prepared to pay £795 for a non-residential master's degree by 1982. The college was founded in 1982 by Mr Raymond Maynard, who is professor of politics at another private institution in Oxford, Warrington College. Both are part of the International University Foundation and Warrington, which is recognized by a number of American universities, claims 1,200 inquiries per month from potential students.

Since January, the Department of Trade regulations have made it illegal for proprietors to describe new colleges as universities, polytechnics or institutes without the permission of the DES. But, apart from the Trades Disputations Act, there are no other restrictions to trouble the unscrupulous and few guidelines to guide the vulnerable applicant. The British Council has taken up the mantle since the DES last year where English language schools are concerned, granting accreditation to about 50 schools so far. But it is unlikely to do the same for the other colleges even though it has provided facilities - and a chairman - for a working party whose report will demonstrate the need for such a scheme. "We do not want foreign students to be taken for a ride, but the council has no authority to play God Almighty to the private sector and no experience by which to judge it."

Nevertheless, the report is certain to make a strong case for a national body to provide accreditation for the private sector. Both the agencies dealing with overseas students and the "legitimate" private colleges are anxious that some indication of quality should be available to enable applicants to sort the sheep from the goats. Recently though the DES dropped its own very limited scheme, it may be that ministers can be persuaded that some regulation is needed and only the Government is in a position to provide it.



Aiming high: Raymond Young, founder of Somerset University at Ilminster, outside Cricket Court

"I see in the future a university in Somerset that will be regarded as the UK's only alternative university that meets the acceptance of the academic community." Some might regard this as a rather bold ambition for a new private "university" that plans to offer degrees at all levels on the basis of nine month's individual project work and credit for life experience.

But Mr Raymond Young, founder of Somerset University at Ilminster, is confident that with the right approach and staff of a suitable calibre his establishment will one day take its place alongside the University College at Buckingham and the Open University as a higher education experiment that works.

He does, however, start with a public relations problem: he has already been investigated by the BBC programmes *Checkpoint* and *That's Life* for his previous venture in education - running a small college for girls interested in health and beauty care.

His own academic background is also less than impeccable. A former employee of Clark's shoes, he took what he describes as an unrecognized first degree from an establishment in London, as well as a postgraduate diploma from a university in America. He does not, however, pretend to be anything other than a businessman, teaching all academic matters to the teaching staff he is in the process of recruiting.

In fact, while the academic side of the university has taken lower priority than the legal processes of setting up two limited companies, Alternative Higher Education (UK) Ltd, and later Somerset Independent University Ltd to run the project. According to Mr Young, this legal status gives the university the power

'Somerset versus the rest'

The university operates from the ground floor of Cricket Court, a historic building owned by Mr Young. But though considerable effort has gone into restoring its offices, there are none of the facilities normally associated with a university - a library or laboratories, for example.

According to the prospectus, the university will be offering degrees at all levels up to higher doctorates in 45 subjects ranging from engineering and physiology to music and estate agency. Students will pay fees varying from £895 to £1,195, payable at once or in the first two instalments. There is also a £50 deposit that is not returned if the student is accepted.

Grounds for rejection are not clear however - there are no entry requirements - but Mr Young is emphatic that they would turn down anyone who was totally unsuitable.

He rejects the suggestion that the university might mislead the unwitting, particularly overseas students, into thinking they were getting a bona fide British degree; or would attract the unscrupulous simply wanting to purchase academic status.

Mr Young added that Somerset University should be seen to have high standards from the outset. If necessary they would invite the Department of Education and Science to look at their achievements and they

would be asking representatives of the local authority to come to see what they were doing.

He is quite confident that it will be possible for students to do in nine months' private correspondence study what is normally at least three years' full-time study for a first degree. They would be concentrating on mature students, who were already familiar in their particular subjects.

Though the university has still to appoint a principal, three senior staff are already at work preparing courses. They are Mr Peter Oxlade, former vice-principal of Thomas Polytechnic; Mr Robert Speed, a former teacher and lecturer at Redhill Technical College; and Mr Peter Wilcockson, an art historian.

The university aims to employ more staff as the income from student fees starts coming in, as well as academic advisers in different parts of the country. But even with its existing staff Mr Young believes they are quite capable of offering the full range of degree courses in the prospectus, and that they will be able to decide how much credit to award, say, to an airline pilot.

"An airline pilot could well have his subject on flying an aircraft. He would have to submit various papers that substantiate his achievements, for example, promotion from a small to large aircraft," he said.

Mr Young can see that it will take time for the university to be accepted, but his ambition is that in due course Somerset University degrees will be seen as equivalent to anything offered by more conventional universities or the Council for National Academic Awards.

Philip Venning

Making its mark in Tooting

One private college that must have expanded since higher overseas student fees were imposed on public sector colleges and universities is the Centre for Marketing and Management Studies based in Tooting Bee, London.

It certainly has some impressive credentials to dazzle the prospective student. Its chief education adviser is Mr Reg Prentice, MP, the previous Labour Secretary of State for Education and Science and Minister for Overseas Development before he switched to the Tory party. It offers as one of its courses a master's in business administration in conjunction with the University of Miami, Florida. All of which sounds most authoritative.

But a closer investigation reveals that many of the qualifications which the college is offering may not be quite as prestigious as the prospectus implies. In the centre's brochure, photographs of previous students, many of whom are African, particularly Nigerian, appear alongside the awards which they have received, which bear the names of Mr Michael Wool, Mr Edward Edrich, Mr Terence Wright and Mr Patrick Beattie. The college is registered under the names as a British company number 2192469. Mr Wool is also the college's United Kingdom director.

One Ugandan student, who came to the attention of the World Union Service, was led to believe that a qualification was on a par with an HND in management. But when

he tried to get a place on a university postgraduate course he was not accepted because the university did not accept the college's diploma as a proper entry qualification.

The fees and entry qualifications required at the Tooting Bee College are very attractive to the overseas student who wants a British education compared, say, to a polytechnic. The college's marketing diploma is a one-year course for which the fees charged are £1,145 and the entry qualifications are two A levels, with no specified grade.

At North East London Polytechnic, the equivalent to this diploma would be a postgraduate degree which requires a university first degree or substantial work experience in order to qualify. The cost to an overseas student would be £3,490 which is double the fee charged by the Tooting Bee college.

It is not difficult to see what makes the Centre for Marketing attractive in these circumstances, but the lack of counselling in the student's own country may not lead them to appreciate the status of the course.

The college's course may well be good value and just as good academically. But who knows? There is no external validation to guarantee whether the diplomas on offer have value or are worthless.

The Centre for Marketing and Management Studies also has offices at the University of London students' union premises in Malet Street.

On one morning, all but one of the four classrooms on the building's third floor was full to capacity with attentive, mostly black, forces of students attending lectures on business (and marketing strategy being run by the centre's lecturers). The college uses the student union premises because of a long-standing contract made with a previous administration.

Mr Edward Edrich, a director, did not wish to comment on the fact that some students found themselves ineligible for university degrees after studying at the centre.

Mr Edrich said that all their diplomas were those of professional institutions and if there were any difficulties over recognition then this was a matter at issue between the relevant institute and the university.

"Many overseas students come to us because they know that the diplomas are reputable and will carry them forward academically when they may have difficulty, especially as overseas students, in being accepted by other institutions," he said.

Nevertheless, it is still a fact that polytechnics and colleges, which offer similar diplomas, have to run the gauntlet of stringent institutional and course validation by the Council for National Academic Awards which is not the case with the Centre for Marketing.

Felicity Jones

Materialism and mediocrity are the order of the day says Donald Field



Finns lack finesse as they go through a lack-lustre phase

Geographical isolation among an ocean of forests and grammatical obscurity behind 14 case-endings are immediate images Finland may evoke.

It has fallen to education not only to shape national consciousness, but also to remove barriers between the 4.8 million Finns and the rest of the world.

The current intellectual scene is shaped by the fact that good relations with the giant Soviet neighbour are the key to national survival, that a rigid teaching tradition fails to fan the flames of spontaneous debate, and the control of universities has been de-centralized.

Scandinavia, where social security has made for predictability as well as comfort, the atmosphere can be vibrant, even exotic. Expressing themselves in their mind-boggling tongue, or the excellent English which most of them command, the Finns are occasionally able to flavour their ideas with the sagacity that graces their visual art and opera.

And they have made a mark out of all proportion to their population in several branches of basic and applied science, notably physics and medicine.

Unpleasantly, and from a somewhat change of perspective from Mr. Kekkonen to Mr. Koivisto in 1982, this is not the most distinguished phase in Finnish history. In fairness, the lack of spectacle personified by the President's self-declared "low profile" may be welcome as illustrating that the long-lasting scars of a civil war (1918) have healed, while the challenge of getting things right with Moscow after two wars with Stalin (1939-40 and 1941-44) has been successfully met.

But a shallow materialism over-rides other values. In new suburbs, the holders of a commercial institute diploma are inheriting the earth as their supermarket cash registers produce electronic tidings of moneyed joy.

In the exception of music, with its highly revered composers and performers, the arts are going through a sparse phase. As the immediacy of national crises has faded, literature has become provincial and even parochial. The outsider is less able to get as worked up about Finnish theatre as the local school of actors, who believe yelling and over-statement are the best means of communication.

Design, once the pride of Finland, has fallen into a rut and the lack of visual self-confidence was displayed last summer when Helsinki invested large sums in the work of Dale Eldredge, an American environmentalist artist who has been allowed to deface parks and cathedral facades with light-reflecting, metallic scuffing.

Meanwhile, journalism and broadcasting are trivial despoils, or because of an abundance of newspaper and airtime and the absence of a truly gutter press.

The stage for the lack-lustre present was set during the acute politicalization of the 1960s, when the state started subsidizing parties and patronage was allowed to take root. Aspirants within this system mainly chose the "respectable" and "moderate" parties, but a bigoted left did emerge, identified with the hardline minority in the bitterly divided Communist Party.

Since then, times have changed. Despite their fears of unemployment, younger generations are deterred by

the hectoring style adopted by 1960s style "revolutionaries". They are less given to Rightist learnings than to disenchantment with politics.

The so-called leading Finnish thinkers are not really uttering anything that has not been said elsewhere. Naturally, in a country that has a stake in the diminution of international tension much of their effort is going into the peace movement.

But even the warnings about mankind's future issued by Professor Georg Henrik von Wright, a disciple of Wittgenstein whose integrity is beyond reproach, tend to become platitudes.

A classic case of how hermetic Finland can be was illustrated this winter by the critical acclaim showered on a book, *This World of Man*, by Pekka Kuusi, former boss of the Aika state liquor monopoly and a guru to the Social Democratic establishment.

A whole generation ago, many a sixth-form geography teacher in England was expounding the kind of ideas on how the human species can survive that Mr Kuusi now claims as his own. In newspaper correspondence, some perceptive Finns have seen the book as a warning to be taken to heart.

A colourful exchange in the academic field was published in the quarterly *Books From Finland*, between Upton, a British historian specializing in Finland, and Paavo Haavikko, the leading Finnish poet. Criticizing Mr Haavikko's history of modern Finland, Mr Upton suggested that a "good cop" should be sent to his aid. The bard's response boiled down to arguing that a mere foreigner was not qualified to write anything about Finland.

On his home ground, however, Mr Haavikko has been the first to warn Finns about the "direction" in which the country has gone since Mr Kekkonen resigned. His strictures were prompted by extraordinary pronouncements from the university professors about foreign policy, including the theory that Soviet troops could be stationed in Finland to persuade Norway into joining a Nordic, nuclear-free zone. That would not have been countenanced by the old president.

Mr Haavikko's analysis, tempered by the questionable view that Russia wants absolute detente, shows that the intellectual climate, like all vital facets of Finnish life, is ultimately determined by external relations.

The parameters of what is permissible in the relationship between Finland and the Soviet Union are ill-defined, subject to constant testing on both sides. It is a measure of the mood of the Finnish intelligentsia insofar as it exists, that it rarely questions the official line of dealing with the Soviet Union.

This explains the silence among respected academics about such great moral issues as human rights and freedom of expression. Such silence has often prompted wry amusement. Nothing, the existence of a minority language, Swedish Bertold Brecht said: "The Finns stay quiet, in two tongues".

The Swedish speakers are down to 6 per cent of the population, yet it is their representatives, such as the young writer, Johan Barm, who are most prepared to condemn the pervasive silence.

Two into one will go

David Jobbins looks at the pleasures and pitfalls of half-time working

Job-sharing is providing East London college lecturers Ann Bridgwood and Margaret O'Brien with a near-ideal way of enhancing their quality of life while keeping a foot firmly on the employment ladder.

But trade union leaders believe that, for thousands of others, inferior schemes could prove a superficially attractive snare which could blight their promotion prospects, weaken employment protection rights, and even bring the risk of losing a job.

This week job-sharing and the need to avoid confusing it with the Government-sponsored experimental, job-splitting scheme, which started at the beginning of the year, is a major topic at the TUC women's conference in Scarborough.

Job-sharing has quickly become a women's issue, with many people active in the women's movement regarding it as an opportunity to mix a career with other commitments at a cost only of a half of the weekly wage.

Men, with fewer inescapable commitments outside work, and more deeply imbued with the work ethic, have been less receptive.

Much of the resistance to job-sharing only holds sway because of the fundamental effects of the recession on the job market. In an expanding economy, there are no evident reasons why it should not work to the advantage of employees, employer and society.

But, with labour forces contracting and the pool of skilled labour growing, the climate is far from favourable for its progressive application.

Instead, there are genuine fears employers may seize on the potential to exploit it, extracting more than one week's work from two individuals sharing what had previously been a single job either in terms of hours or effort.

However, it can also be applied to share a job as an alternative to redundancy - a rapid pathway to depressed wages and eroded conditions of employment, and a deterrent to negotiating a shorter working week.

Only voluntary job-sharing schemes with built-in safeguards on issues such as the right to claim unfair dismissal or redundancy pay, which may be lost if the working week falls below 16 hours, are likely to prove acceptable to trade unions and their leaders.

This is why this week's women's TUC conference, prompted by delegates from the National Association of Teachers in Further and Higher Education, is certain to condemn the job-splitting scheme and call for firm guidelines as a model for negotiating voluntary job-sharing.

The opposition is on two grounds: firstly, that employment rights may be lost; and secondly, that the scheme discriminates against women. Under the scheme, a job must be split between a full-time employee and an unemployed person receiving either unemployment or supplementary benefit. But as the Equal Opportunities Commission pointed out earlier this year, it effectively excludes most women from the scheme.

Many will have opted earlier to pay the reduced National Insurance contribution, and are therefore unable to draw unemployment benefit. Another large group, married and co-habiting women, are excluded because they are ineligible for means-tested supplementary benefit.

Natthe's criticism largely follows those already levelled at the scheme by the R.O.C. In this motion it was moving this week, the union, which has a significantly above-average proportion of women among its 74,000 members, describes the scheme as "discriminatory" and "attempts to remove employment rights from women".

Many of the leading jobs held by women, especially in non-advanced further education, seem superbly suitable for job-sharing, but so far few schemes have been negotiated.

One of the first is enabling two lecturers at Waltham Forest College, Walthamstow, to read for higher de-



grees while continuing with their job.

Ann Bridgwood and Margaret O'Brien are Lecturers 2s who have worked for years at the college. Both wanted to add to their experience and felt sharing a job would be the best way of doing so.

After discussing the advantages and pitfalls with their principal, Mr Jack Fuller, and education authority officials, Waltham Forest Council gave approval for the two to share on a 50-50 basis for up to three years.

Ms Bridgwood, who lectures in sociology, is now registered for a PhD at the London School of Economics, studying marriage patterns within the Turkish-Cypriot community in London. Ms O'Brien, who teaches history, is registered for a Master's degree at Queen Mary College, London.

As they are sharing one job, the only cost to the authority is the extra National Insurance contribution for the full-time lecturer employed on a temporary contract to make up the teaching strength.

Mr Fuller readily agrees that it would have been much more difficult to work out satisfactory arrangements if either or both lecturers specialized in a subject in which is a dearth of lecturers, making the search for a temporary substitute that much harder.

While many women are attracted to job-sharing because of its potential for combining a career with the demands of a family, Ms O'Brien and Ms Bridgwood insist this is not their motive.

"We actually felt we wanted time to develop other areas of our lives, and this is not necessarily to do with children," Ms O'Brien said. "People should be given this opportunity, particularly now, when there are not so many new jobs around. One wants and needs to do different things."

Although Ms O'Brien says the scheme is working well so far - it began last September - certain problems have emerged.

She explains: "As members of a department, you are expected to attend departmental tutors, and go to the same number of meetings as a full-timer. There is a danger of doing more than half the job, in practice, though, we do not try to do that."

The two have split their week down the middle, each coming in for two and a half days. Their contractual 12 maximum class contact of 20 hours a week has been halved in line with their status.

Employment rights and pay and length of time for full-time employees, but at half rate, with insurance contributions and holiday pay at half rate.

The agreement between the two and the authority expressly safeguards their employment rights on

unfair dismissal and redundancy pay, which they could have been deemed to have lost because their working week of 15 hours falls below the threshold set by the Government.

Union leaders who have seen the agreement regard it as a reasonably good one, although Natthe has yet to draw up its own guidelines on negotiating job-sharing. It is anxious that any of its members contemplating similar proposals should take the union's advice at all stages.

The key feature of the Waltham Forest college agreement is that two lecturers retain the right to return to full-time teaching at the end of the three-year period, or earlier if the authority uses the power it has reserved to end the arrangement if it does not work out.

But the authority says clearly that, at the end of the three years, it can give no unconditional guarantee that either Ms O'Brien or Ms Bridgwood can return to the precise jobs they "left".

Principal Mr Fuller says: "In the meantime, the person who is really insecure is the person on a temporary one-year contract. The only problem has been convincing the local authority it was not going to cost anything."

Because the replacement temporary lecturer is being employed on the Lecturers' scale, the saving in salary is likely to cancel out the extra cost of NI contributions.

Mr Kenneth Cooper, Waltham Forest's senior education officer, said future applications would have to be judged on individual merits. "Much will depend in each case on the particular arrangements, and in this case it so happened that it fitted in with everybody's plans."

A further reservation held by Natthe is that people working in job-sharing schemes may be passed over for promotion.

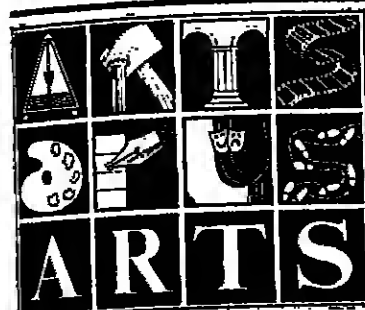
But Ms O'Brien is not worried by this. "My promotion prospects may have been hindered, but I do not think I was particularly looking for promotion to senior lecturer. I suppose if one was it would not be a good idea to go half-time."

Despite the sacrifices - halved salary and reduced promotion chances - Ms O'Brien feels it will be worth it to read for a higher degree, which would otherwise have been impossible even on a part-time basis.

An alternative, technically still open, but unlikely to be widely used in future, is the controversial associated lecturer post, which gives part-time working a specified number of hours for an authority the same employment protection rights and benefits as full-timers.

A fear is that the Government's job-splitting scheme may prove far more attractive to some of the more hawkish local authorities, while lack of finances will prevent the more sympathetic from following through a commitment to equal opportunities with practical schemes.

By drawing up clear guidelines, Natthe hopes to encourage such schemes, while leading the resistance to proposals which roll back the advances of past years.



HUGH CANNING reviews Ethel Smyth's opera "The Wreckers", produced at Warwick last month. **JANE BRYCE** reports on Edward Bond's new play, written for Theatre Underground at Essex. **BRIAN MORTON** assesses the career of Arthur Koestler.

A net cast wide

Dame Ethel Smyth is, like Lord Berners, one of the "characters" of British musical history, her music perhaps less well known than her militant activities in the fight for women's suffrage. In the programme to his production of her most widely admired opera, *The Wreckers*, Graham Vick makes a case for "a major English opera, the clear and very obvious forerunner to *Peter Grimes*".

It would be fascinating to discover how well Britten knew *The Wreckers*. He had no opportunity to see it, as at the time of the revival by Sadler's Wells Opera in 1959, he was already in America - and the previous production during Beethoven's 1910 Covent Garden season occurred three years before his birth. Certainly Harry Brewster's tale of adultery among a close-knit, blindly religious community of Cornish Wreckers shares features with Crabbe's narrative poem set in a Suffolk fishing village; and the function of the chorus in Smyth's and Britten's operas has a common ancestry. On the evidence of the performance at Warwick Arts Centre, however, it is clear that Brewster cast his operatic

net wide, fishing characters and situations from such unlikely waters as *Cavalleria Rusticana* - Avis's reproach of Mark for breaking off their relationship - *Tristan und Isolde* - the furtive love-tryst of Thirza and Mark on the shore - and *The Pearl Fishers* - the wreckers' revenge on the lovers' betrayal.

Dame Ethel's music underpins such archetypal operatic situations with gripping, atmospheric effects, even if the tunes are rarely engraved on the memory. Her visit to Bayreuth in 1892 clearly worked a vivid impression on her creative processes, though her treatment of the action takes its inspiration from the parallel situation in the first scene of *Die Meistersinger von Nürnberg* - that in specific harmonic and melodic models. *The Wreckers* imbues a peculiarly English sound-world, with choral parts enriching a great English tradition; on the strength of this alone, the opera merits the excellent Warwick revival.

Vick's production emphasized the claustrophobic bigotry and hypocrisy of the wreckers' community, epitomized by its leader and preacher, the chilling, loveless Pascoe, whose wife

Thirza breaks out of conventional constraints through her illicit bond with Mark. Ann Mason held the centre of this love triangle, flanked on the one hand by the cold fanaticism of her husband (Robert Dean) and on the other by the burgeoning ardour of her lover (Paul Wilson) with singing performance fully expressive of Thirza's longing for freedom and love. Elisabeth Byrnes's bright-toned, vigorously played Avis and John Cashmore's richly sung portrait of Lawrence, her father, sang compelling contributions to the drama, but it was the student chorus, brilliantly motivated by the producer to a vocal and histrionic performance of intense corporate fervour, which finally made the enterprise worthwhile. The stunning stage picture at the close of Act One, with the wreckers climbing rope-ladders and niggling at the front of the stage and singing terror into the auditorium, remains an indelible memory, a triumph of production and design (Richard Hudson) enhanced by the commitment of the orchestra under Simon Halsey.

Hugh Canning

'Die off, tombstone!'

Until recently untitled, *After the Assassinations* was referred to in its pre-publicity as "Bond's new play", thus establishing it as the latest addition to the iconography of Bond's socialist theatre.

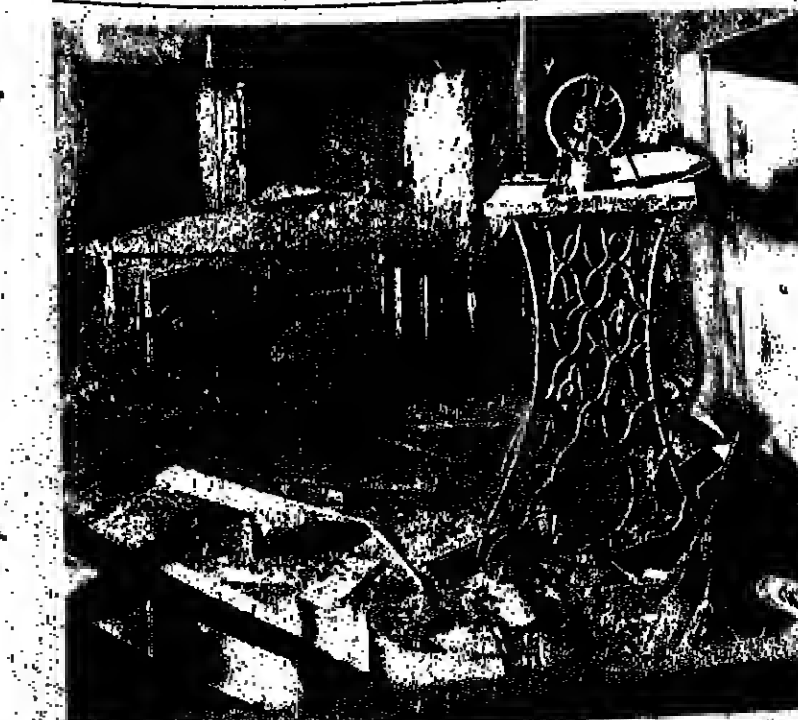
The new play is set in 2030, an era of mass unemployment, where work has atrophied to the production of nuclear arms, the teaching of children, and the army. Bond, who has been in residence at Colchester for six months, has allowed the presence of Britain's largest army garrison to inspire some of the most effective scenes. On a cylindrical white set, a group of soldiers parade an unrepeatable brutality and sadism, expressed in fact only in a neo-neurotic Orange Idiom of violent abuse that you can call them "tombstones", tell them to "Die off!" or "Go give yourself a post-mortem".

This language is echoed in a scene where parents persuade a child to sing by admonishing her, "You're not in the garden of remembrance yet!"

Bond has used the youth of his student actors to good effect, the generations being undifferentiated in appearance so that the audience must be awake to their interaction.

The writing is both poetic and powerful, but the play is ice-cold, wholly uncompromising in its demand for intellectual not emotional involvement. The closing scene, where the corpse of a deserter, undergoing his final humiliation by being exposed on the street, is found to have a message of defiance carved on its chest, is one of hope. But this play is intended to shatter complacency, and as such is ruthless in its evocation of a dehumanized and doom-laden future.

Jane Bryce



A photograph by Fergus Mather, currently showing in the exhibition "Contemporary Camera: Scottish contributions to photography" at the University of Strathclyde's Collins Gallery. The exhibition includes over 250 photographs by 25 photographers working or living in Scotland today, and is part of Glasgow's month of "celebration of photography past and present". Other Glasgow exhibitions include "The English Camera" at the Glasgow School of Art, the Third Eye Centre and the Glasgow Print Studio.

Events

New Exhibitions
Tomorrow. City Museum and Art Gallery, Plymouth. Marcel Duchamp's *Traveling Box*.
From tomorrow. Royal Albert Memorial Museum, Exeter. *Painter as Photographer*.
From Monday. Chapter Arts Centre, Cardiff. *The Photography Show*, from Oldham's College, London.

From March 26. Fens Gallery, Hull. *Alive to It All*: Arts Council touring exhibition about twentieth-century artists who have sought a child-like directness in their work. Includes: Roger Hilton, George Fullard, Picasso.

From March 26. Serpentine Gallery, London. *Lawrence Gowing Retrospective*.
From March 26. Cadogan Museum, Nottingham. *British Music in the 19th and 20th Centuries*.

From April 8. Impressions Gallery, York. *A Distant Prospect*: aerial photography.
From April 9. Glyne Vivian Art Gallery, Swansea. *Swansea National Portrait Gallery* touring exhibition: *Twentieth Century People*: portrait drawings and prints.

Events
Until Tuesday. Cinema, Tricycle Arts, University of Aston. Wim Wenders's film *Hammel*.
Tonight. Hall, Arts Centre, University of Warwick. University chorus, conductor Simon Halsey: *Faure Requiem*.
Tonight. Oldham. Southampton. Southampton Philharmonic Society. University Choral Society. Bournemouth Symphony Orchestra. *Elgar's 'The Kingdom'*.
Tonight. Blusoc, Liverpool. Song-makers' Almanac: songs associated with the First World War.

Tonight and tomorrow. Theatre, University of Essex. Lunchtime: Chekhov's *The Bear*, evenings: Howard Barker's *Come in My Country*.
Tonight and tomorrow. Vandyck Theatre, University of Bristol. Drama students in *Touché* by Stephen Lowe.

Tonight and tomorrow. Galsworthy Theatre, University of Kent. UKC Drama: *Black Comedy* by Peter Shaffer.
Tonight and tomorrow. Theatre Workshop, Edinburgh. *Victory*, a new play by Howard Barker, presented by Joint Stock Theatre Group.

Tomorrow. St Andrew's Hall, Norwich. University of East Anglia Choir, English Symphony Orchestra, conductor Peter Dinklage. *Brabbe, Bruckner*.
Tomorrow. Great Hall, Goldsmiths College, London. *Vault, Messiaen, Debussy*.
Tonight. NCOs Orchestra, conductor Brian Wright.

Sunday. Cinema, Barbican Arts Centre, London. 2.30. Showing of *The Druggists' Convent*, followed by discussion with director Peter Greenaway.
Sunday. Cinema, Theatre, University of Kent. *The English Camera*, directed by



Elisabeth Byrnes as Avis in "The Wreckers" at the University of Warwick.

Dialogue with death

Arthur Koestler's life's work was a profound and humane meditation on death and the limits of selfhood. When he and his wife were found dead two weeks ago, it seemed that Koestler had taken his philosophical attachment to self-deliverance to its logical conclusion.

Koestler and his third wife were committed supporters of the euthanasia pressure group EXIT and one of Koestler's last writings was an introduction to the society's much-criticized "suicide handbook". Weakened by Parkinsonism and leukaemia, Koestler was unwilling to face an indefinite period of pain and failing powers; his wife, it appears, was unwilling to live without him.

Koestler was no stranger to death. Like Dostoevsky, he had faced and survived the immediate prospect of execution. Captured by the Nazis on the Andalusian Front in 1937, he spent 100 days in the condemned cell. On his eventual release, he described his ordeal in the recently re-published *Spanish Testament*, his "dialogue with death".

Born in Budapest in 1905, Koestler experienced all the contradictions of his century, the era of *univers concentrationnaire*, of political and cultural totalitarianism, and the disavowing of human life. Mass murder in Armenia, Shanghai, Guernica, Treblinka rendered human suffering and death merely statistical. In *La Condition Humaine*, André Malraux had considered the fate of the personality faced with the juggernaut (literally) of state power; in such a situation, suicide became a positive option. Like Malraux, Koestler drew philosophical conclusions from the nearness of death.

Koestler, though, turned his attention to the more oblique brutalities of the Moscow trials and the mechanisms of the police state. *Arrival and Departure* (1943), his first English novel, is a terrifying portrait of Koestler's best novel, though, and the one for which he will be remembered, is the haunting *Darkness at Noon*, published in English in 1940.

In it, Koestler presents the slow destruction of the Old Bolshevik Rubashov, forced to admit to ideological "errors" and unspecified crimes against the state; like Hannah Arendt, Koestler believed that the expunging of personality was a greater crime than "simple" murder on however great a scale. The secret police of his novels echo that slow, mechanical, mindless "banality" which was Arendt's great contribution to the taxonomy of evil. Heroism in such a world is out of place.

For perhaps that very reason, Koestler was never an easy or accomplished novelist; *Darkness at Noon* stands out alone. With that exception he remains best known for a range of scientific and philosophical work too confidently symptomatic to be called "popular". In *The Yogi and the Commissar* (1955), he identified a quality that haunted modern politics and culture is the harsh manipulation of the system. As a young man, Koestler had been an enthusiastic Communist; when he left the party in 1938, Communism had become "the god that failed". Koestler sought the humanist middle ground, sensitive to scientific rigour but not purged clean of mystery or spiritual value. All of Koestler's work is a dramatical of *Children of the Dead End*, by Patrick MacGill.

Monday March 28 to Saturday April 2. Theatre Royal, Norwich. *Knot Opera: Fidelio*. *Don Giovanni* (directed by Adrian Noble of the RSC). *The Beggar's Opera*.
Monday March 28 to Saturday April 2. Royal Northern College of Music. *Maestro*. Northern Ballet. Theatre in Paradise.

Wednesday March 30. The Poetry Society. London. Dannie Abse lectures on the poetry of Sylvia Plath.
Friday April 1. (Good Friday). St George's Hanover Square, London. London Handel Choir. London Handel Orchestra, conductor Dennis Darlow. *St Matthew Passion* (sung in a new English translation).

Thursday April 7 and Friday April 8. MacRobert Arts Centre, University of Stirling. Two opera films: *Der Rosenkavalier* (starring Elisabeth Schwarzkopf) and *Madama Butterfly* (Anja Silja and Richard Cassilly).

When finally he chose to die, he did so in the calm, measured way typical of him, without theatricality or self-disgust. Arthur Koestler had long speculated on the limits of the self, and the nature of authentically human existence; when he was no longer able to determine the way he lived his life, he chose to set his own limits. As Camus suggested, suicide can be more than a gesture of defiance and despair, can become a genuinely philosophical act.

Brian Morton

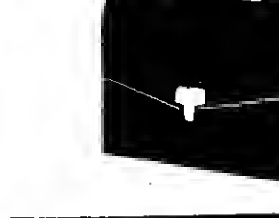
TOP SECRET

havoured reflected carelessness, yet similar breaches of security in the past have been associated with Frenchery. For example, in 1952 Francis Borsard, an Air Ministry official, lost his keys to the railway train from the Hook of Holland to Cologne. He later retrieved it, apparently "intact" from a railway transport officer. The incident was supposed to have been recorded in Borsard's personal file. However, because he had not been subjected to a positive vetting clearance at that stage, no security clearance was granted. Later, when he was given positive vetting clearance, there was no indication that the 1952 breach of security had been noticed. Although there was no evidence in the 1950s that he was a spy, he was convicted subsequently for espionage and received a two-year prison sentence. The Standing Committee on Intelligence's Report (1965) investigated his case

Section Two



**Convicted under Section 2
(1) (c) and fined £500**



The author is a lecturer in administration at the London School of Economics.

Peter Medawar accuses his colleagues

Landsteiner's specificity was the making of immunochemistry; it was also, long before its time, a great pioneer work of molecular biology.

The author is president of the Royal Postgraduate Medical School. He has been a member of the scientific staff of the Medical Research Council since 1962 and is the author of *Advice to a Young Scientist*.

Reviewing the reviewers

In *The THES* on December 3, 1982, we published a letter from Peter Boulton, secretary to Leicester University Press, complaining about delays in academic reviewing. Mr Boulton pointed to a problem that has disturbed many academics and authors: the tendency for reviews in academic journals to be delayed so long after publication that they, in extreme cases, are no longer in print when the review appears. There is a widespread feeling that some reviews may even be irrelevant and valueless. Below, five editors closely involved with reviewing academic books look at the problem.

The first problem that I have to cope with as book reviews editor of *Chemistry in Britain* is the sheer weight of books delivered. *The Bookseller* records that 754 books on chemistry and physics were published in 1982 – far less than, say, medical or political science, but comfortably more than aeronautics, architecture or astronomy, to take just three specializations from the top of the list. About half of the total might come my way in the year. Then one has to add biochemistry, environmental chemistry, and the other interdisciplinary books that might sell to chemists. And the imports. And the limited edition reports. With only a few pages to devote to books each month, I could not even scratch the surface. Luckily, not all publishers think it worthwhile to send every new release – and I am too grateful to analyse their motives.

Since "book reviews editor" is only one of the hats that I wear, I have little time to devote to the problem.

So what happens when I find time for my monthly thrash, with dozens

Confessions of an editor

of books to cope with? Well, I am lucky in that the Royal Society of Chemistry also has a number of more specialized journals to which I can farm out books, although I try to keep back the best, even in their fields, to provide overall balance. Defining "best" is of course impossible until the books have been in use for years, and I want my reviewers to make instant judgments – or at least to spot the stinkers. From my point of view, the best books are those that will review well (not the same as getting a good review). Some good hats are magnanimous monographs by specialists and the rare books on industrial and applied chemistry. Any book with news value is seized upon by the news editor – myself, wearing another hat. My pet hates are conference proceedings and "Studies in..." series, which often are nothing more than research journals in hard covers masquerading as

specialist monographs. Specialist reviewers are chosen using criteria much the same as when finding a referee for a paper. Academics usually fit the bill best, not least because they regard refereeing and reviewing as part of their job. However, the best ones – those who write to length, on time, in reasonable English and, if you're lucky, write sense – are overloaded. They slow down and need constant reminders before they disgorge their reviews. One cannot push them too hard, since the whole system is based on goodwill. Few, whether academics or industrial chemists, will tackle a book that does not fit exactly within the confines of their current research; the exceptions are worth their weight in gold when an important wide-ranging book turns up. The problems at our end are thus the sheer numbers of books, the limited time that journals and review-

ers have to spend on them, the consequent delays. I know one journal that used to sit on completed reviews for a year, the same delay on its papers, but most will push them through fairly quickly. The four years mentioned by Boulton is obviously ludicrous and cannot be common. Most of my reviewers complain if the references are more than 18 months out of date. Nevertheless, publishers are pipe-dreaming if they expect a monthly to turn round a review in less than six months from the book's publication. No, what Peter Boulton and his colleagues want is free advertising, since any reasonably complimentary review means sales. Generally, they are getting it, but not quite on their terms. The only way that I can see of speeding up my reviewers is to offer them fat fees – which we cannot afford. That really would be nice for the publishers.

Richard Stevenson

The author is deputy editor of the *Royal Society of Chemistry's Journal of Chemistry in Britain*.

Lessons in control

The clearest lesson that we have learned during the year or so in which we have been review editors of *Sociology*, the journal of the British Sociological Association, is that the control which we can exert over the content of reviews is limited.

Initially, of course, we are dependent upon publishers in supplying us with the raw materials – the books themselves. Our impression is that the publishers are increasingly unwilling to send out books to journals in the traditional way. Indeed, a number have begun to ask us to request books publicly materials: a trend which necessarily increases the administrative burdens of the journal.

Secondly, we rely upon the willingness of sociologists to undertake the task of reviewing. Most people who approach us agree to do the job. What is more difficult is ensuring that potential reviewers conform to a schedule which enables us to deliver our copy to time. However, carefully we have a cross-section of reviewers representative of the profession, for a particular issue, it is impossible to ensure that the final product reflects these plans. Reminders are sent, telephone calls are made. But ultimately the sections which can be applied to recalcitrant reviewers are limited.

All this, of course, adds to the already considerable administrative task of recording the receipt of books, compiling a list of reviewers, and putting books to reviewers. Acknowledging receipt of completed reviews, preparing copy for the printer, checking proofs, sending copies of reviews to publishers and so forth, are tasks which are not always glamorous. As an author I have suffered many of the vicissitudes which editors are prone to suffer at the hands of academic reviewers. All the same, I am often surprised that a reviewer based as it is on marginal services of unpaid reviewers working for unpaid editors, works as well as it does.

Howard Temperley

The author is dean of the school of English and American studies at the University of East Anglia and editor of the *Journal of American Studies*.

LETTERS TO THE EDITOR

The wasteful system of book reviewing

Peter Boulton's letter in *The THES*. He expressed concern about the value of book reviews.

What's it all for?

When satellites give us instant news across the world, impatience with the delay of publication in print is understandable. But there is often little understanding of the other person's reasons for delay. Authors are impatient with publishers and journal editors; publishers are impatient with authors who fall behind deadlines; editors wonder why copy has to be in the printer's hands three or four months before the journal is published. Now Peter Boulton complains that reviews in academic journals are unreasonably delayed, and threatens an end to this "wasteful system".

It is easy to respond defensively. *Studies in Higher Education*, cost £400 a year in editorial expenses, divided between the Post Office, typing costs and the annual editorial board meeting. The rest is all voluntary: no one editor, authors, referees, reviewers, is paid anything. Even if the decision to review, the choice of reviewer and agreement to review were instantaneous, the review of a book received after Easter could not be published in the same calendar year.

The complaint about delay prompted me to analyse the reviews in the *British Journal of Educational Psychology* for my seven years as editor from 1967 to 1974. In that period we received a total of 1,533 books for review, an average of one book each working day for seven relentless years. We managed to review 236 (15 per cent) of these; 162 appeared in the book; 162 appeared in the calendar year following publication of the book; 49 very two years in arrears, 10 three years and nine were older books reviewed alongside new issues.

This is probably as good a record as any other journal with three issues a year and a three-month printing time. *Studies in Higher Education* has only two issues a year. Readers of a weekly magazine read reviews in the same way as they read novels, to see what is happening in the world of books. Some readers use reviews as a guide to their reading and purchases. Others use them to monitor a field, and feel uneasy if they have not read a book which is widely reviewed. This is the commercial power of reviews, which makes them more influential than advertisements. The function of a journal review is different and has little to do with novelty.

A journal review should provide a critique which is worth reading, even if you do not intend to read the book, or have already read it. The review should preferably be written by someone who already has a reputation in the field covered by the book, so that his or her response to the book is a point of additional interest. The review is only incidentally an advertisement for the reviewer's free copy. It is primarily an exercise in stimulating thinking and insight, whether the reviewer is the author of the book or not. The reviewer's job is to make a good review. That is why the signature at the end of the review is as important as the title at the head of it.

John Nisbet

The author is Professor of Education at the University of Aberdeen and editor of *Studies in Higher Education*.

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Cambridge University Press, £27.50

ISBN 0 521 24893 0

Geoffrey Rudolph Elton is less well known outside the profession than other historians of the postwar generation like J. H. Plumb and Hugh Trevor-Roper. He does not go in for popular journalism, his published work has never been directed towards the general public, and his activities and opinions are not a matter for comment in the gossip column of the intelligentsia. Cambridge gave him a personal chair in 1967, but it is only this month that he has been nominated to the Regius chair, which many feel should have been his the last time around, in 1968. And though he heads one of the best seminar groups in the country, at Cambridge, and his care of his research students and the guidance he provides are an example to other supervisors, only one of those students has so far joined him in the professoriate, in this country of least.

Yet he has a strong claim to be regarded as our most distinguished and productive living historian, and his leadership of the profession in times of trial has been crucial. In the days of the 1960s, when so many of his colleagues, as well as some of his own, were after the exotic ecstasies of sociology, or anthropology, or computerization, when they were bowing down to the false gods of "relevance" or "contemporaneity", and hurriedly lowering their academic standards in search of ill-informed student approbation, he stood alone, a lone voice raised in protest and disapproval. He called for the "outright rejection of fashionable mushroom disciplines which could not offer the searching depth of investigation, the establishment of solid truths, and the accumulation of truly illuminating explanations which professional historians of the past had been crucial. 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BOOKS

Fictional lives

The Fiction of Humanity: studies in the *Bildungsroman* from Wieland to Thomas Mann
by Michael Beddow
Cambridge University Press, £25.00
ISBN 0 521 24533 8

No novel is as characteristically German as the *Bildungsroman*. Indeed the German term, coined by Dilthey as early as 1870, has been generally accepted without translation to denote a novel that is principally concerned with tracing the growth of an individual's personality from youth to maturity. The experiences that contribute to the hero's development in a process of "education", "self-cultivation", or even "formation", as one might variously render facets of *Bildung*, constitute the basis of the narrative of such novels.

It may, then, seem surprising at first that two British scholars should publish major studies within four years of one another on such a well-recognized literary genre. Professor Martin Swales with his *The German Bildungsroman from Wieland to Hermann* (1978) and now Dr Beddow's *The Fiction of Humanity*. It is, however, Dr Beddow's contention that new studies are needed, because there has been a persistent misunderstanding of the genre: it has been misleadingly located in the mainstream of European realism and then judged to be lacking in breadth and empirical substance. He concedes that Professor Swales caught sight of this misunderstanding when he justified the frequently weak plots and lack of attention to external reality characteristic of the genre as hidden strengths: Swales claimed that the authors' purpose is to attain a balance between the hero's creative

within which he or she necessarily has to act. Dr Beddow goes a stage beyond this, arguing that the individual's development is not the ultimate concern of the novels at all. Here he seizes precisely upon the feature that has so often incurred criticism among English-speaking readers - the obviously contrived or fictitious nature of many of the narratives and the relative unimportance of the real and normal world in which the reader would expect the hero to evolve. These so-called faults are, he says, a means of insisting that we read the *Bildungsroman* as fiction, since fiction alone is able to do justice to the complexities, ambiguities, and contradictions of human nature. And it is the expression of the author's understanding of complex humanity which is the higher purpose of the *Bildungsroman*, a purpose to which the portrayal of the hero and his world are subordinated.

Thus it is hardly surprising that Dr Beddow commences his study with Wieland's *Geschichte des Agathon* (1766-67) for not only does this novel mark the acknowledged beginning of the genre but it is in the eighteenth century that the exploration of fiction as fiction rather than as a realistic representation also begins. Dr Beddow then proceeds to look with great perception at Goethe's *Wilhelm Meister's Lehrjahre* (1796), Stifter's *Der Nachsommer* (1827) and Keller's *Der grüne Heinrich* (1879-80), and finally Thomas Mann's *Der Zauberberg* (1924).

Dr Beddow convincingly maintains that these novels share a common feature, which is less the depiction of an individual's development than the exploration of self-conscious fiction to embrace and sometimes to resolve opposing interpretations of human nature in a way denied to discursive analysis. Wieland, for example, was exercised by the conflict between the mechanistic understanding of humanity championed by the French materialists and the more noble yet worryingly emotional view of the world fostered by pietism and its followers while at the heart of Goethe's novel was an attempt to transcend the mechanical interpretation of the Newtonians with a presentation of a

dynamic and organic humanity which defies the restrictions of orthodox analysis.

In Stifter Dr Beddow uncovers curious deformations of the narrative perspective which he sees not as technical defects but as the conscious attempt to reflect and reinforce the novel's principal theme: the paradoxical fulfilment of self through abject submission to an external order. Dr Beddow's rather unexpected apology for a doctrine that is so alien to current sentiments is based on a subtle point: that Stifter's view is so anachronistic that it can only be conveyed through a fiction so contrived, indeed so individual, that it is ultimately an expression of individualism despite itself.

Norwegian tradition

Slaves of Love and other Norwegian short stories
selected and edited by James McFarlane
translated by James McFarlane and Janet Garton
Oxford University Press, £12.50
ISBN 0 19 212601 6

It is probably true that Norwegian literature is still not widely available or accessible to English readers. Certain pre-eminent figures - Bjørnstjerne Bjørnson, Ibsen, Knut Hamsun, Sigrid Undset - have dominated and it has been difficult to judge Norwegian writing in terms of its distinctively national traditions.

Despite the work of translators like James McFarlane and Michael Meyer, the "great awakening" in Scandinavian culture around the turn of the century - a renaissance that also embraced Strindberg, the composers Edvard Grieg, Carl Nielsen and Jean Sibelius, and the painter Munch - has been regarded as a geographically and aesthetically peripheral episode in the general development of European modernism.

James McFarlane's new anthology, *Slaves of Love and other Norwegian short stories*, goes some way towards correcting this tendency and showing that Norwegian writing is, like any national literature, to some degree a *genre*. In his introduction, Professor McFarlane emphasizes the need to understand the coincidence of both national and international axes in the development of Norwegian writing. The work of nineteenth-century writers like Bjørnson, Ibsen, and Knut Hamsun demands an awareness of local tradition and local circumstances which lies outside the reach of cross-cultural generalizations about the roots of the modernist movement. At the same time, of course, there were also writers like Alexander Kjeland and Amalie Skram who in style and setting were not so directly dependent on a native or local tradition. Even here, though, there are retrievable elements of themes and issues which are distinctively Norwegian, even in the sophisticated "European" stories the narrative style of the following is still apparent, just as writers like Østervang or Gabriel Garcia Marquez are able to use folk narratives and idioms in highly complex moral and historical fictions. By presenting such a range of material, Professor McFarlane has managed to show that Ibsen and Hamsun were in some way unique and exceptional, they were not monolithic, but belonged to a lively and powerful tradition.

The central concerns of that tradition are perhaps most clearly seen in Knut Hamsun's "Slaves of Love". This may have been an unfortunate choice for the title story in that Professor McFarlane's translation of "Kjærlighets-slaver" somehow suggests a sensibility closer to Mills & Boon than to Hamsun's bleak pessimism. The story of the relationship between Vladimir and Kiska, the theme of love freely given and unthinkingly betrayed, of the distance between love as emotional ideal and physical fact, is one that is familiar in Norwegian literature.

Norwegian fiction is irredeemably realistic. The logic of repression and repression which operates so powerfully in Ibsen emerges time and again in this collection. Jonas Lie, later in his career, was known as "Hjernenes dikter" - poet of the heart - but the cozy domesticity he described was always vulnerable to the irruption of unconscious "moods". His stories are deeply mysterious, once cruel and hopeful. Cora Sandel, who intimately knew both Paris and Tromsø (Lie's childhood home) manages to combine in "Cousin Thea" the bohemian freedoms of the one with the grim Lutheran rectitude of the other. The radical Freudian therapist Wilhelm Reich, who lived in Oslo before his final tragic exile in the US, found in Norwegian society a confirmation of many of his theories. Scandinavia has always seemed the home of principled sexual freedom and Reich detected the balancing forces of social, religious and aesthetic repression that give Norwegian art its edge.

Whether or not *Slaves of Love* brings together the best of Norwegian writing is debatable. Some will claim that the short story genre is irredeemably minor. Others will take up Professor McFarlane's point that the format unavoidably excludes two of the most important figures: Ibsen concentrated on the drama; while Sigrid Undset's best work was in the very largest of fictional forms. Of the writers represented in *Slaves of Love*, Sigbjørn Obstfelder is better known as a poet, while Cora Sandel's short fiction (like Undset's) never matched the quality of her novels. The difficulties of *Slaves of Love* lie just on the "representative" story from each of thirty writers, spanning two centuries, are obvious, and the results are all the more impressive for that. The translations, by James McFarlane and Janet Garton, are able and unstilted, free of the anachronisms and solecisms which have spoiled many such efforts.

Brian Morton

Brian Morton is features editor of THE TIMES.

What is to be done?

The Russian Revolutionary Novel: Turgenyev to Pasternak
by Richard Freeborn
Cambridge University Press, £27.50
ISBN 0 521 24442 0

The Russian novel has impressed us much by its visionary as its realistic properties, and by the fantasy with which it has traditionally examined the "accursed questions" of life. Richard Freeborn's new study is devoted to the type of novel which, within this tradition, has addressed itself to the problems of the Russian revolution. The period covered is roughly from 1850 to 1924, from the conception of Turgenyev's *Fathers and Sons* to the events surrounding the publication of Pasternak's *Doctor Zhivago*.

In the nineteenth century the Russian novel emphasized revolutionary ideas rather than revolution itself. Pasternak was Turgenyev's first truly revolutionary hero, for the hero of his earlier novel *Rudin* was only a "revolutionary" in the sense that he was a man of ideas, a man of letters, a man of the pen. Pasternak's *Doctor Zhivago* was actually observed as a new man, a man of the revolution, a man of the future.

In Mann's *Der Zauberberg* we return to the exploration through fiction of irreconcilable ideologies and their clash with humanity's irrepressible individualism. Hans Castorp's encounter with Naphta's politically sinister Nietzscheanism and his apparent self-destruction, his spiritual voyage *à la* Freud, his spiritual and physical journey, all within the world of the mountain sanatorium, exemplify the role of fiction in Dr Beddow's submission. For it is precisely the distance of *Der Zauberberg*'s setting from the setting of realist novels, Mann's manipulation of the time experience and his mastery

control of Castorp's limited perception of what was happening to him that constitute the epitome of self-conscious fiction that is seen to lie at the heart of the *Bildungsroman*. Throughout Dr Beddow's argument is persuasive and his interpretations are absorbing: what I missed was a rather broader lack of attention to the semi-fictional dialogues and conversations that were so beloved of Wieland's philosopher contemporaries and in which the genre arguably has its real roots. What of Sterne's *Tristram Shandy* and the tradition of playful fictionality which that novel sparked off? And in what way precisely does the relationship between ideas and fiction

Nigel Reeves

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Turgenev, a portrait by I. Repin

on the threshold of the future". The debate aroused by Turgenyev's hero illustrated how revolutionary life and revolutionary literature coalesced in nineteenth-century Russia; allowing Chomyshevsky's *roman à thèse*, *What is to be Done?* to become a revolutionary textbook, a "midwife to the revolutionary impulse". Professor Freeborn selects, however, Stepanak-Kravchinsky's *Career of a Nihilist* (1886-1889) as the first Russian revolutionary novel for its depiction of an active revolutionary's experience.

The nineteenth-century Russian revolutionary novel presents a romantic image of the middle-class intellectual revolutionary working in proud isolation from the social class he professed to serve - an aristocrat of revolution. Professor Freeborn demonstrates well the democratization of the theme of revolution in the twentieth-century Russian novel by examining the decline of the lone intellectual revolutionary hero after 1905 and a growing tendency to emphasize revolution in response to the popular nature of the 1905 revolution. The Russian novel began to depict revolution as a mass, elemental and instinctive surge of the historically oppressed classes. Andrey Bely's *Petersburg* contrasts the structures of imperial Russia with the chaos of revolution, and Gorky's *Mother* creates a mythology of revolution by presenting the revolutionary impulse not as the charge of a revolutionary elite but as the love of a compassionate, self-devoted mother, a madonna-figure who bequeaths her finest children to the revolution. The intellectual to revolution becomes a man of letters, a man of the pen, a man of the word.

How did the pre-revolutionary Russian novel - a literature in response to a revolutionary situation - respond to a revolutionary situation after 1917? The initial response was instinctive and experimental, to revolutionary form to depict the revolutionary experience. (See, for example, Pasternak's *Doctor Zhivago* and Pasternak's *Invitation to a Beheading*.) The revolution itself was a new man, a man of the future, a man of the word.

W. J. Leatherbarrow

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BOOKS

Left in the lurch

Parliamentary Democracy and Socialist Politics
by Barry Hindess
Routledge & Kegan Paul, £4.95
ISBN 0 7100 9319 5

Parliamentary Democracy and Socialist Politics is yet another book and another thesis about the Labour party and the prospects for socialism in Britain. Normally, such studies emanate from different wings of the Labour movement or are Blitz jobs on the Labour party, from the political right or extra-parliamentary left. The originality of Barry Hindess's book is that it is a swinging attack on most of the available political strategies and is written by one who appears to be a supporter of socialism.

Hindess starts by discussing the shortcomings of strategies for accomplishing socialism. The left may have achieved some success in shifting the Labour party but, Hindess argues, this has scarcely advanced the prospects for socialism. He shrewdly places this problematic in the context of earlier debates - between Kautsky and Bernstein, and Kautsky and Lenin - about the compatibility of socialism and parliamentary democracy. Could socialism come about through the ballot box and Parliament, or would the latter have to be smashed on the way? Would Parliament, and a socialist party wedded to it, deradicalize the militant potential of the working class?

His main thesis is that the strategies of the reformist and revolutionary Marxists are ill-considered and impractical. In his third chapter he lists the alleged shortcomings of the proponents of a left Labour government and the alternative economic strategy. As an effective programme of action for government and as a means of mobilizing popular support, he argues, the strategy fails. And implementation (a problem neglected by politicians as well as students of politics) depends partly on parliamentary majorities. He argues about replacing capitalism with socialism can little else with most Labour voters; their answer to the crisis of capitalism is that Labour should manage it better.

Hindess delivers a number of well-aimed blows in his critique. Nationalization, for long the lynchpin of socialism, has in practice had little to do with socialism or democratic control; conference resolutions (whether of the right or left) are hardly the voice of "the movement"; sometimes emerging from short and ill-informed debates, and often being useless as guides to policy; the sovereignty of Parliament is invoked by those who wish to "manage" other centres of power, rather than a dictatorship with extra-parliamentary methods; a particular conception of the "interest" of the working-class is something separate from what workers say it is, enables the activist to disregard the lack of public support for many of his policies. Finally, the belief that an essentially "socialist" party and Labour electorate has been "betrayed" by its leaders, results in the claim that achieving socialism is largely a matter of political will, and that this can be supplied by "party democracy" and making the leader accountable. But it also ignores the fact that socialism has been only one element, and never the dominant one, in the Labour party.

Reading Hindess one is reminded that it is political ideas and debates that make politics fascinating for the 10 per cent or so of the population who are involved and interested. This explains, I think, the attraction and repulsion of Benn and Thatcher for many people; by posing choices, they polarize the public. They have, in the end, the qualities of pragmatism, compromise, consensus and the middle way, and identified them with the politics of soft options and "deals". Hindess has not written a book about the ideas of British politicians, from an exclusively Welsh viewpoint.

(Activating ideas for politicians have to be simple, politically and administratively doable, and electorally acceptable; if they work, so much the better.) What he does is to underline the fact that the important debates about principles are found on the political left - about parliamentary and party democracy, the role of trade unions, the relations between government and industry, and between government and other centres of influence. These all divide the political left, and make it fascinating for activists but a trial for party leaders.

While Hindess has asked hard and important questions about political strategy his suggestions for a reconstruction of political analyses and strategy on the left are disappointing. He invites it to think of the limits and constraints contained in the present situation, innate conservatism of

Why did the Welsh say no?

The Welsh Veto: the Wales Act 1978 and the referendum
edited by David Foulkes, J. Barry Jones and R. A. W. Whitford
University of Wales Press, £11.95
ISBN 0 7083 0831 7

On St David's Day 1979 the people of Wales were invited to show whether they wished the Wales Act, 1978, to come into force. Did they want a Welsh Assembly? 11.8 per cent of the electorate said "Yes" and about four times as many said "No". A major piece of legislation was decisively rejected by those on whom it was intended to confer benefit. Why did this happen?

The Welsh Veto has been produced to explain, and perhaps to excuse, these events but being made up of contributions from a number of authors it is a little patchy. The chapter which gives a detailed account of the passage of the 1978 Act through Parliament, for example, ought to have mentioned the events of the previous parliamentary session when the Government could not carry a guillotine motion to restrict debate on it. This initial failure was important because it put over the devolution cause a cloud that never dispersed. The excellent survey by David Foulkes of the contents of the Act gives an implied warning of the administrative complications that would have followed the implementation of the legislation.

Devolution is a classic case of the clash between the politics of idealism and the politics of interests. G. D. H. Cole would have said that the distinction is between the dream and the business. The dream is the idea that people should be more involved in government. This was a popular left-wing theme related to the student unrest of 1968, to the Skeffington report on *Participation in Planning* in 1969, to the demand for a referendum on entry to the EEC. On similar lines the claim was put forward that Scotland and Wales should be given more opportunity to control their own destiny. But when it was put to the test of a referendum, those who favoured devolution feared that the referendum would not support their cause: the dream began to fade.

As the public argument developed, the politics of interests took over. Would the Welsh Assembly actually help? Would it be anything more than an extra, expensive tier of government? Would it interfere with freedom of local authorities? Would it relate to new public sector jobs? When reduced to these matters the business side of devolution looked unattractive.

For the student of British politics the central issue must be why the Labour Government allowed two parliamentary sessions to be dominated by a topic so unpromising, and it is here that the book disappoints, treating the subject too narrowly from an exclusively Welsh viewpoint.

many (particularly Labour) voters, to have well-prepared policies, to keep the different elements of the Labour coalition together, and to envisage the possibility of working with parties and groups in the political centre against Mrs Thatcher. He fairly concludes:

These questions will not be easy to answer, they will involve matters of political dispute within the party, a variety of imperatives, and conclusions that are unpalatable to many on the left. (page 14.)

Yet, has any of this not been said before by Ramsay MacDonald or the Campaign for Social Democracy? It is the immobility of the right winging the utopianism of the left.

Hindess has not delivered on all his promises, but he has written a tough-minded, subtle and interesting book. He is well versed in the relevant literature of the social sciences

There is inadequate recognition that the whole incident constituted a remarkable breakdown in representative government. Ministers had no enthusiasm for the prospect. Indeed, they were uneasy about the implications. The Conservatives were hostile and so were many of their own backbenchers. But ministers had to press on because they needed the support of Liberals and Scottish Nationalists. There was also a specific pledge in the 1974 election manifesto. The next Labour Government will create elected assemblies in Scotland and Wales. Both the Prime Minister and his deputy represented Welsh constituencies. Wales held on to Scotland's coat-tails and could not be discarded. In parliamentary terms the pressure to go ahead was overwhelming, although the objectors continually gained strength.

The Welsh experiment also showed that the command of a party over its supporters can be very fragile. In 1978 Labour had a commanding position in Welsh politics with 23 out of 36 seats in the Commons and nearly half the votes at the October 1974 election. The Welsh Labour Party, albeit with some dissenters, strongly supported the Government. So did the Welsh TUC, the Liberals and Plaid Cymru. But the voters were deaf to their appeals on the devolution issue: perhaps the politicians had been blind.

Peter G. Richards

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Practical ideas

The Nature of Political Theory
edited by David Miller and Larry Siedentop
Clarendon Press: Oxford University Press, £17.50
ISBN 0 19 827441 6

The Nature of Political Theory is a collection of 10 essays dedicated to the memory of John Plamenatz and written by former colleagues and pupils.

In an informative and astute introduction the editors discuss John Plamenatz's distinguished career as a teacher of political theory, and a writer who, in a succession of volumes, brought vividly to light the issues that concerned the thinkers whose ideas and doctrines he helped, for better or worse, to shape the modern world. Plamenatz believed profoundly in the practical significance of ideas, in the significance that does not usually show in immediate effects but usually show in the long-term shaping of men's perceptions of himself and his condition. Belief that ideas have consequences shaped his manner of approach to the classic texts of post-Renaissance political theory. He treated the authors with whom he was concerned as partners in conversation. Though he could not reply, he did them the justice of concentrating his attention on what they said rather than the conditions in which they said it.

In which Plamenatz the context that was of primary importance in understanding a statement - the proper

end Labour party. Discussion of political ideas usually proceeds on two different levels. One is the academic discussion of concepts and theorists (usually dead). It is largely confined to cognoscenti and percolates imperfectly to the practice of government and politics. The other is rooted in actual policies and speeches and writings of politicians and commentators. The end product is often little more than a set of slogans (think of the ambiguities in "public ownership", "maneuverism", "equal opportunities" and "revisionism" in a vocabulary of politics). *Parliamentary Democracy and Socialist Politics* has tried to bridge the gap.

Dennis Kavanagh

Dennis Kavanagh is professor of politics at the University of Nottingham.

focus of every possible objection - was the context of the rational argument. How does it fit in with the wider argument? Is this position rationally justifiable? These were the sort of questions he asked of those he regarded as his fellow theorists from Machiavelli to Marx. His was a middle ground between analysis, concerned purely with the use of particular linguistic terms, and heremeneutics, for whom every point had the meaning but only within the horizon of its maker's time and place. The evidence of the essays collected here suggests that those who knew and admired Plamenatz see his legacy as being as much a task as a gift. While the gift lies in the book, the task lies behind him. *Man and Society* above all, the task consists in the extension of his, and Oxford's, characteristic care in argument into areas of substance more often treated in other traditions whose notions of the scope of political theory are rather wider. Oxford, they seem to imply, must be opened in the world, and no less important, the world to Oxford.

Besides the editors the essayists are Alasdair MacIntyre, John Gray, Steven Lukes, Brian Barry, Peter Jones, Geoffrey Marshall, Alan Ryan and Robert Wokler. Their subjects range from Marshall's conceptually intensive study of the meaning of "rules" to Wokler's judgment of the limitations of Marx's materialism as a theory appropriate to political radicals in the light of a sympathetic understanding of Rousseau's anthropology - a splendid essay whose intellectual interest is in no way diminished by the ideological axes which its author seems concerned to grind. Gray argues persuasively against the usefulness of the notion of essentially contestable and, less prominently, negative power which he finds in Lukes and Connolly. Lukes defends Plamenatz's criticisms of Marx's historical materialism against the case put forward by G. A. Cohen in *Karl Marx's Theory of History*, while Alan Ryan meditates on the limits of Hobbes's assault on the practice of individual freedom.

Alasdair MacIntyre contributes a lucid essay on "The indispensability of Political Theory". In which he argues that man's need to interpret the world he inhabits and to make the light of his interpretation make it impossible to dissociate the clarification of what are essentially theoretical assumptions from the practice of history. "Political theories," he argues, "are, by and

the essays of David Miller, "Linguistic Philosophy and Political Theory" and Peter Jones, "Political Equality and Majority Rule", are both of some interest and the volume also contains a brief personal sketch of Plamenatz, by Siedentop, and a bibliography which will serve to underline the solid worth of his work.

David J. Levy

David J. Levy is lecturer in sociology at Middlesex Polytechnic.

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BOOKS

How much headway?

New Movements in the Social Sciences and Humanities
edited by Barry Dufour
Temple Smith, £11.95
ISBN 0 85117 193 1

The rise and now-threatened demise of the social sciences in the postwar British educational system is a poorly documented phenomenon, and is also inadequately understood. Sociology in particular achieved a prominence and a popularity (if only with students) in universities and polytechnics that was to bring it also a notoriety, which in due course became a political liability. The other social sciences may have received less public attention, but all have experienced their own internal strife and transformations of approach during this period, and none has been able to deliver that image of a solid body of accumulated and accepted knowledge which might satisfy the productivity-mindedness of our present political overlords.

This collection of papers edited by Barry Dufour makes a start at the task of charting the mosaic pattern of development, though it does so rather tentatively and without great depth of analysis. Part one, constituting about one third of the book, looks at higher education and consists of six chapters which review academic developments in each of the traditionally major disciplines. Some, such as that by Peter Lloyd on social anthropology, represent remarkably succinct surveys, while others, such as that by Anthony Arblaster on politics, engage more with current methodological issues, gaining in critical force what they may lack in representativeness. It is surprising, though, that so little acknowledgment is given to the British social science tradition, and arguable that the subject of social administration should have been included here as one of the specific developments in social science in this country.

Part two, constituting the major part of the book, looks at the social sciences in secondary education: how they are taught in school. The range of subjects covered here is wider, and includes history, geography and English, as well as the teaching of specific topic areas such as "race" and development. This set of individual chapters is introduced by a more general paper by the editor on the growth of the so-called "social subjects" in schools, a field which Dufour himself had earlier surveyed and promoted in the book (co-authored with Denis Lawton) *The New Social Studies* (Hemsworth). He does not, however, see an integral approach to this area easily emerging, especially while professional subject interests remain so strongly entrenched. Nevertheless, he expresses optimism that "a broader and more relevant social education is beginning to appear" (page 93). The basic aim must be to develop in pupils "a critical and informed social awareness, and in a concluding chapter he sketches out his proposals for appropriate curriculum developments for the 1980s.

As Dufour recognizes, such hopes are far from realized. In the actual practice of many teachers who in turn are constrained by the context in which they and their pupils work, chiefly by schools as institutions, and by the dominance of examination boards over teaching syllabuses. But the truth is that we know little by social science research method standards, about such matters: about teachers' attitudes and experiences, and about which pupils take such courses, why, and what is their effect. It is indeed surprising, in view of the extensiveness of the developments in secondary teaching reported here, that so little research has been carried out. Moreover, the scope of these developments is much wider than this book alone indicates, for in limiting itself to social sciences in

higher education and in schools, it ignores the extent to which "school" examinations in the social sciences are taken in further education colleges by "mature" students and early school-leavers, quite apart from such subjects being inputs in much vocational training.

The present volume, therefore, while making a useful start on documenting the school area in particular, serves also to reveal the need for a more thorough appraisal of the penetration of British education by the social sciences in the postwar period, from which a more informed policy for future developments might follow.

Robin Oakley

Robin Oakley is lecturer in sociology at Bedford College, London, and has worked as a chief examiner and moderator for school examinations in sociology.

Diamond jubilee

WITS: the early years
by Bruce K. Murray
Witwatersrand University Press, R10.00
ISBN 0 85494 709 4

UCT at 150: reflections
edited by Alan Lennox-Short and David Welsh
David Philip, R15.00
ISBN 0 908396 16 3

In 1982 the University of the Witwatersrand in Johannesburg celebrated its diamond jubilee and to mark the occasion, the university commissioned Professor Bruce Murray, a member of the local history department, to write a history of the university up to 1939.

The author was an excellent choice: his earlier book on Lloyd George made a notable contribution in a highly competitive field and his latest book is far more than a narrow institutional history of limited parameters. It is a history of the university's development, and its role in the development of South Africa, and the results are a skillful and perceptive account of Wits's origins in the early years of the century and its struggle to establish itself as a seat of learning and scholarship.

Throughout the analysis the university's development in the wider context of South African society is properly emphasized. The work is interesting and enlightening both the professional historian of that society and the many who - like myself - have always been profoundly grateful for the liberal education we received there from a generation of distinguished teachers whose instruction effectively questioned the conventional local wisdom on race relations and the role of the university.

The idea of a university on the Witwatersrand originated as part of Lord Milner's imperial ambition "to ensure British hegemony in the Transvaal, and with it South Africa" (page 15). Milner's dreams quickly collapsed and Johannesburg had to wait until 1922 before the university was finally established. Murray explores the financial and political difficulties that attended the prolonged birth of the new institution between 1910 and 1922, and provides a lucid and informed account of the university's first principal, J. H. Hofmeyr, appointed at 24 and later to achieve fame as the leader of the "liberal" wing of Smuts's United Party in the 1930s and 1940s. His treatment of E. F. S. Silberr, the professor of anatomy, was anything but liberal, however. Hofmeyr, convinced to dismiss him because of an extra-marital affair - a matter which provoked intense controversy, lost him the confidence of the university senate, and no doubt contributed to his decision to seek a new career in politics.

The remaining chapters provide a detailed account of the university's development in the inter-war period. It is discussed at length with the emphasis rightly placed on the role of individual teachers whose personalities are sketched in a series of vivid pen portraits. The impact of economic depression, the contribution of Principal Ralston in a difficult period of the university's history, and the

growth of the professional schools are all given prominence in the narrative.

Perhaps the most interesting and relevant chapter (in view of postwar developments) is that dealing with the university's attempt to break free from the politics and social values of the white community. Murray is scrupulously fair in his judgment on this issue and quotes with approval the words of the historian, C. W. de Kiewiet:

In the vital field of race relations there was in the English-speaking universities insufficient enterprise or daring. In the critical period between the two world wars they lost the chance of becoming a common and generous meeting ground where the equal inter-course of eager youth could end the estrangements of the past and seek to dissolve the prejudices of race and colour. For too heavy a load was placed upon the shoulders of the few men of courage and insight in economics, sociology, and history who laboured to promote the new thought and enterprise out of which South African society could generate the policies and adjustments which were necessary if Afrikaner, English, African, Indian and coloured men were to live harmoniously together. (page 327)

The years after 1945 fortunately tell a rather different story, but this will have to wait on a second volume which Professor Murray - on the evidence of this work - is eminently qualified to write. Let us hope that he will be encouraged to do so. UCT at 150 is a series of essays published to commemorate the one hundred and fiftieth anniversary of the foundation of the University of Cape Town. It lacks the coherence of Murray's volume, but there are some interesting contributions on the development of different parts of the university as well as some discussion of the university's contribution to the search in the sciences and humanities. The book is well illustrated and the editors have, in general, produced a lively and entertaining collection.

Professor Spence is provost-chancellor of the University of Leicester.

Colonial legacies

Education in the Third World
edited by Keith Watson
Croom Helm, £12.95
ISBN 0 7099 2749 5

This book originated in papers presented to a conference of the Development Studies Association, 1979 devoted to the topic of "Education and Colonialism": the papers are now published to provide a balanced reassessment of the subject and to counter some of the more extreme criticisms and judgments mainly made from a Marxist perspective.

The papers vary considerably in the extent to which they take up the arguments of the Marxist school, and differ also in their specific themes. But many of the problems of the Marxist perspective stem from the attempt to impose a common ideological framework upon a widely divergent range of colonial and post-colonial situations. It may be argued that an empirical approach such as this is likely to be more valid and useful than the presentation of a tributary to the ideological approach, and extent to which they glimpse in the specific. They suggest in this way, in challenging many of the widely held stereotypes of colonial and post-colonial education systems, and in demonstrating the very considerable variety of experience of the Third World countries.

Clive Widdows, for example, sets out explicitly to examine the criticisms (levelled at British colonial education systems) in Africa between 1919 and 1939, while in the same region Brian Garvey develops a

periodization framework, based on evolving relationships between government and voluntary agencies, against which to consider three of the main criticisms.

Keith Watson's analysis of the contribution of mission schools to educational development in South-East Asia, mainly Thailand, Malaysia and Singapore, takes this familiar topic onto less familiar geographical ground, and his second paper analyses the experience of peninsula Malaysia through the three major phases of colonialism: classical, internal and neocolonialism.

In a forthrightly written and challenging paper Colin Hurrell analyses the colonial education heritage of the West Indies against the context of human ecology, social structure and culture, while Beatrice Avalos very effectively analyses the mechanisms of neocolonialism and their effects upon educational reform in a study of Latin America.

Dudley Hick's paper on Vietnam enlarges the field of the debate further, with an interesting account of the way in which underlying Confucianism has been overlaid successively by French and American colonial education and post-independence Marxist-Leninism. A. G. Hopkins examines the scheme of cooperation between New Zealand and Fiji 1924-1975, asking whether this was cooperation or colonialism.

The disparate nature of these papers demanded a strong editorial framework: this was provided in the form of an introductory historical outline of the colonizing process and associated educational development, and a concluding chapter examining the mechanisms of neocolonialism and making some observations as to the way ahead. Both chapters are remarkable in their scope and eclecticism.

There is however throughout the book some blurring of the necessary distinctions between the consequences of colonial education and of colonialism itself, between the ceases of colonialism and of modernization, and between the concepts of "imperial" and "neocolonialism" which weakens the concluding reminder that problems may have local as well as international origins.

This point needs to be made more forcibly. Apparent colonial legacies can readily be found in the structure of school systems, curricula, examinations and the like but it is vital to avoid simplistic assumptions. The origin and continuing existence of such characteristics may often be more satisfactorily explained through an examination of their roots in local circumstances, and for future educational decision-making it is important to attempt to disentangle these considerations and to weigh them against each other as far as possible.

It must be added that the production mode adopted by the publishers perpetuates an unacceptably large number of typing and alignment errors: it does not do justice to this very worthwhile book.

A. R. Thompson

A. R. Thompson is chairman of the development committee of the Centre for Overseas Studies in the school of education, University of Bristol.

Teaching right from wrong

Can We Teach Children to be Good?
introductory studies in the philosophy of education
by Roger Straughan

Allen & Unwin, £8.50 and £3.50
ISBN 0 04 370120 5 and 370121 3

Judging from the experience of running courses for experienced teachers on moral education few of them have ever seriously inquired into the nature of morality and what it is to be a moral agent. It is unlikely that adult populations in this respect are any better educated than children.

Our education system, for all its talk of applying the intelligence to

moral matters, far less than, say, to mathematics or history or engineering. If teachers are to do something about this situation, then they must first be educated in it themselves.

It is probably not unfair to say that teachers tend to have one of two attitudes towards morality and moral education. The first is the relativist one which says that morality is a personal matter and the pupil's morality does not concern the teacher; all that concerns him is that he should create the order necessary for learning. The other is the view that teachers do in fact know what is right and wrong and it is their job to teach pupils, and reward and punish them accordingly.

The first task in teacher education must be to unsettle them in such attitudes. It is here that Straughan's excellent little book will prove invaluable, for he starts precisely with these assumptions and in a cool and lucid manner shows the difficulties which surround them. In particular he demolishes the idea that morality can be derived from authority in any direct sense, although he is careful to point out that there is a valid sense in which there can be moral authorities. Voluntary choice and independent judgment are necessary conditions of being a moral agent so that to induce blind obedience in pupils is to inhibit such agency.

The main body of the book consists of chapters on the form and content of morality respectively, although it is acknowledged that this distinction is a somewhat arbitrary one. Discussion of the form of morality provides an opportunity for brief but useful introductions to prescriptivism, emotivism, existentialism, and the application of principles. These ethical theories are not explored in much depth, but Straughan is able to show how each has some validity, and is therefore worth studying further, yet none is adequate in itself. He shows his partly by pointing out what a moral education based upon a particular theory would look like.

It is in his chapter on the content of morality that he to my mind Straughan ducks out of confronting the real issues. For on the grounds that the moral domain is too amorphous to be described directly he concentrates on how actual moral prescriptions can be derived, that is, he appeals to authority, to nature, to human welfare, or to reason. His discussion of these matters is useful enough, though inconclusive.

It is his premise that we can question. It is true that it may not be possible to demarcate the boundaries of the moral domain, but surely its core content is not in doubt. If morality is not about respect for persons (and their property), truthfulness, fairness and promise keeping, what can it be about? What teachers need is help in understanding how such principles can be applied in the school community with all the practical problems that arise, so that they can sharpen the understanding of their pupils in regard to them.

What does it mean, concretely? How do we create fairness in human relations? Why should we try to? And so on. It is to be hoped that Straughan will address himself to such questions in his next book.

The final chapter brings together many of the themes of the book in a wide-ranging discussion of moral education. He distinguishes teaching, that, teaching how and teaching to, a useful bit of preliminary clarification, and touches lightly on such topics as teacher neutrality and the relation with religious education.

It is very much a teaching book and an introductory book. As such it is very well written and organized. Though many issues are left undecided there is nevertheless a certain firmness about Straughan's underlying position. Most important, he never loses touch with ordinary moral experience and is able to show not only that such experience raises many questions but that these questions are important and interesting. It would be ideal preliminary reading for a course, for it asks to be followed up by a lot of further discussion and reading.

Derek Wright

Derek Wright is a professor of education at the University of Leicester.

BOOKS

MATHEMATICS AND PHYSICS

Scientific dilettante

The Mathematical Science of Christopher Wren
by J. A. Bennett
Cambridge University Press, £15.00
ISBN 0 521 24608 3

Christopher Wren, Dr Bennett shows, could have been a mathematician, scientist of great stature; his tastes, his temperament, the circumstances of his life, limited his intellectual accomplishment. A thorough-going professional in architecture, in science he was a dilettante, adorning a variety of subjects with deft touches but making no major systematic contribution.

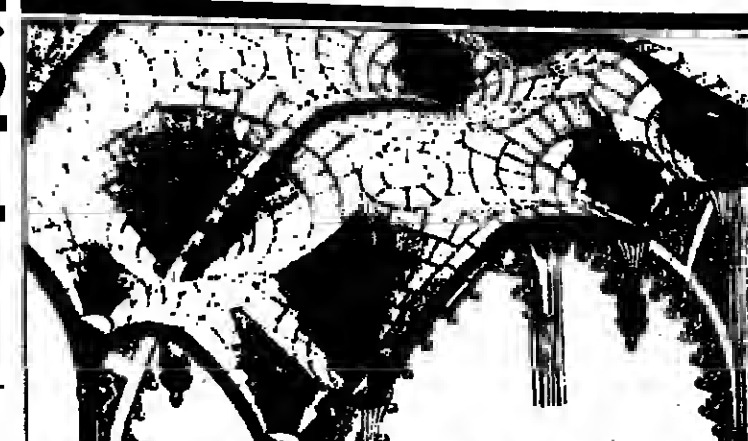
Much of what we know of Wren's science derives from scraps, summaries and second-hand reports, now deviously interpreted and synthesized by Dr Bennett. Although Wren was an academic to the age of thirty-four or so, one has the impression (not only from hindsight) that he was never deeply committed to the academic world, neither relishing its intercessions, nor ambitious for its prizes. While his life and work touched Newton's at many points, the differences between the two men were profound: Wren was always the gentleman, Newton emphatically the player.

Dr Bennett nevertheless makes it clear how thoroughly at home Wren was, as the possessor of a bright if inconstant talent, in the intellectual world of his time, the world of Wallis, Wilkins, Willis, Huygens and Hooke. Pure mathematics, planetary astronomy, the improvement of instruments, selenography, the theory of motion, and microscopy all at different times attracted his creative attention. In that generation Wren seems for all his long life, to have been set free to move on to the thought and more exact research of James Gregory, Newton and Flamsteed. The man whose scientific pattern, as well as his life as surveyor and architect, corresponded most closely to that of Wren was Robert Hooke, a more assiduous experimenter though a less capable mathematician than Wren, who was one of the few men of whom Hooke never spoke ill.

Conscious as one is that Wren was not the type to remain (like John Wallis) an Oxford don to the end of his days, and imaginatively as one may see him in high office in the church (like Seth Ward or John Wilkins) or in the state (like Lord Bromwich and Isaac Newton), the architect - from astronomer to architect - never ceases to be a dilettante. Dr Bennett feels compelled to explain, no doubt justified by the modern sense that this was a transition from one culture to another. Formally, as he rightly points out, this is a renaissance, (or baroque) terms was not so: the architect was an applied mathematician. "Wren's move into architecture should be understood as a professional rather than intellectual" he writes; but the fact is that Wren, after leaving Oxford, ceased to think about science (pace his eliot as President of the Royal Society), which was far from being the case with Newton and his move to the Mint.

To me, Dr Bennett's case for making Wren's distinction as an architect follows smoothly from his success in physical science seems less convincing than the rest of his book (and it is pity that it is illustrated by such remarkably poor figures). It is of course obvious that in 1665 there was no professional training for architects: one began with drawing and geometry and went on via Vitruvius and Palladio to the study of the buildings themselves. But the mathematical aspects of architecture were trivial, whether or not Wren made any attempt at statistical analysis in his designs (it is not what Dr Bennett does not discuss).

What one had to learn was to see the problems in a particular building



Nineteenth-century drawing by Robert Willis of the early sixteenth-century vaults over the Henry VII Chapel at Westminster Abbey. Taken from *Experiments in Gothic Sculpture* by Robert Mark, published by MIT Press at £10.50

on a particular site, and how these might most elegantly be solved: that is, to design. This, as Dr Bennett shows, Wren incomparably did. However, apart from the fact that both make drawings on paper it is hard to discern any intellectual resemblance between the astronomer constructing planetary orbits and the architect designing St James's, Piccadilly. Dr Bennett writes much of interest concerning the "engineering" or non-aesthetic aspects of Wren's design process without, so far as I can see, finding in it anything that can be unequivocally traced back to Wren's earlier intellectual interests.

Rupert Hall

Rupert Hall was formerly professor of the history of science and technology at Imperial College, London.

Degrees of belief

Philosophical Foundations of Probability Theory
by Roy Weatherford
Routledge & Kegan Paul, £15.00
ISBN 0 7100 9002 1

This is a breezy book telling how Professor Weatherford taught himself about probability while studying at Harvard. One day he "walked over to Widener library to check out a good book on the specifically philosophical aspects of probability theory - and couldn't find one!" So he wrote his own.

It begins by listing several classical foundations of philosophical theories about probability, and then devotes roughly equal space to four of them. The first, the classical theory, supposes that the circumstances bearing on an event's occurrence can be partitioned into a number of equally "possible" cases. The probability of the event is the ratio of cases favourable to the event, to the total number of possible cases in the partition. Weatherford uses his description of this approach to provide some early history of probability theory up to the time of Poisson (1837). He remarks that this was a transition from one culture to another. Formally, as he rightly points out, this is a renaissance, (or baroque) terms was not so: the architect was an applied mathematician. "Wren's move into architecture should be understood as a professional rather than intellectual" he writes; but the fact is that Wren, after leaving Oxford, ceased to think about science (pace his eliot as President of the Royal Society), which was far from being the case with Newton and his move to the Mint.

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What one had to learn was to see the problems in a particular building

statements are statements of relative frequency. There is no mention, however, of the problem of whether von Mises' concept is consistent, nor of the intriguing solution to that problem in terms of the degree of complexity of random sequences (Martin-Löf, Kolmogorov, Solomonoff, Chaitin, and others).

Finally, we have the subjectivist theory of Bruno de Finetti and L. J. Savage, which analyses probability in terms of personal degrees of belief. Weatherford rejects this idea. Throughout his book there is no discussion of conceptual work done by the real users of probability, namely statisticians. Even in the case of Savage, Weatherford does not appear to have read more than a few pages of his great book, *The Foundations of Statistics* (1954), which provides a foundation for subjectivism different from any discussed by Weatherford. Karl Popper's propensity account of probability is among those omitted because they are "not (yet) important enough."

Weatherford is not one of those who says there are different concepts of probability, illustrated by these different theories. He thinks that probability is what he calls a cluster concept, grouping together a number of related ideas. He concludes that the goal of probability theory "is to bring the uncertainty in our world view as closely as possible into congruence with the uncertainty in the world", and that "no adequate philosophical explication of probability theory exists yet, nor can one do so until we learn a good deal more logic and a good deal more physics than we presently know."

The book does not contain one single idea or observation not available from the standard reading list of a good undergraduate 25 years ago, although it is true that there has not hitherto existed in book form a systematic lay-out of each theory in parallel. I would, however, rather send a beginner to one of the other equally cheerful, but shorter, cheaper and more wide-ranging introductions, such as Wesley Salmon's *The Foundations of Scientific Inference* (Pittsburgh, 1967).

The bibliography is out of date; the latest book published eight years ago (one of mine, so no sour grapes). Hence it omits more recent books by established contributors, and more important, the first books by younger people with new ideas, such as Teddy Seidenfeld or Glenn Shafer. There is virtually no periodical literature except a mysterious article published in 1979, not mentioned in the text. Conversely, proper names are dismissed in the text without the relevant work occurring in the bibliography, such as R. B. Braithwaite or Jaakko Hintikka. An up-to-date bibliography would at least have revealed that, for example, the chapter on theory has been published in 1955, except for contributions of Hintikka and his Finnish students. Carnap's own loyal assistant Richard Jeffrey turned to the decision-theoretic approach, a direction in which Carnap himself may have been headed.

Weatherford's book is not the place to go for a glimpse of fresh ideas. He has written a faithful report of the works that his teachers would have read when they were undergraduates.

Ian Hacking

Ian Hacking is in the Institute for the History and Philosophy of Science at the University of Toronto.

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Three Phases of Matter

Alan J. Walton

This introductory text shows how the main structural and transport properties of solids, liquids and gases can be explained from an atomic viewpoint. Illustrated £20

The Physical Universe

An Introduction to Astronomy

Frank H. Shu

Another astronomy book? Yes, and one which is so thought-provoking, so much a text of its time, and just so downright excellent that it is destined to become a classic. New Scientist. Illustrated £14.95 University Science Books

Direct Nuclear Reactions

G.R. Satchler

This book provides a detailed and critical review of the theories used to describe that large class of nuclear reactions known as direct reactions, initiated by both light and heavy ions. Illustrated £55 International Series of Monographs on Physics

Fast Nuclear Rotation

Zdzislaw Szymanski

This book is the first to present the developments in theory and experiment concerned with nuclei at large angular momenta that have taken place over the last twenty years. Illustrated £25 Oxford Studies in Physics

Superconducting Magnets

Martin N. Wilson

This book provides a complete theoretical basis for the quantitative engineering design of superconducting magnet systems. All types of magnets from small instrument magnets to the very large magnet systems are covered. Illustrated £30 Monographs in Cryogenics

The Mathematical Theory

of Black Holes

S. Chandrasekhar

This book is devoted to the mathematical theory of the space-time surrounding black holes. The analysis discloses a richness rarely encountered in mathematical physics. Illustrated £55 International Series of Monographs on Physics

An Introduction to Stability Theory

Anand Pillay

This book aims to present the machinery provided by stability theory in a coherent way, and to give some ideas about how it is applied. £15 Oxford Logic Guides

Numerical Functional Analysis

Colin W. Cryer

This book is concerned with the applications of functional analysis to numerical analysis. Linear problems are comprehensively covered; there are detailed numerical examples in the text and over 200 problems. £17.50 Monographs in Numerical Analysis

Polyharmonic Functions

Nachman Aronszajn, Thomas M. Creese,

and Leonard J. Lipkin

The polyharmonic functions form a subclass of the analytic functions. Their representations are more useful in teaching, their continuity more extensive. Much of the material in this book has never been published before. £27.50 Oxford Mathematical Monographs

Collected Papers of J.E. Littlewood

Volumes 1 and 2 £80 each

For more information please write to Elizabeth Bone, Oxford University Press, Welton Street, Oxford.

Oxford University Press

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 Baffins Lane, Chichester, Sussex, PO19 1UD, England

The Further Education Staff College provides study-conferences and workshops for FE/HE staff; LEA Officers, Governors and those in schools and elsewhere concerned with the management of their institutions and with understanding the educational impact of HSC and other National agencies. A programme to Easter '84 is available together with details of publications, associations and other services.

Special theme programmes include:

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- (2) School to Work - the management of new policy
- (3) FE/HE staff employment
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- (5) The effectiveness of college government

Further details from the Registrar at the above address. Tel: 0761 625603.

The FE Staff College is organised as a charitable trust, Governors appointed by the Secretary of State supported by Local Authorities in England, Wales,

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Universities

nihe
limerick

Planned as Ireland's first technological university, the NIHE, Limerick, has already gained widespread recognition for its contribution to the country's industrial development. Construction is now underway on a new 17,000m² complex which will double the range of existing teaching and laboratory facilities and there is an immediate vacancy in the College of Humanities for:

LAW (Temporary)
ASSISTANT LECTURER

The area of legal studies provides courses for the degree regional studies and students studying for a diploma.

The person appointed will be expected to teach modules to law degree students in specified core legal subjects. He or she will also be expected to contribute to the development of the legal studies area. An appropriate postgraduate qualification is essential. Depending upon qualifications and teaching experience, a contract for a period of up to four years is negotiable.

SALARY SCALE: IRC£701 - IRC£1,335 p.a.

Application material available from the Personnel Office, The National Institute for Higher Education, Plessey Technological Park, Limerick, Ireland, should be completed and returned by 8 April 1983.

The University of New England

Department of Health and Nutrition

TEMPORARY LECTURER (NUTRITION)

To teach a postgraduate course in Human Nutrition and Food Science. The person appointed will be expected to teach modules to postgraduate students in specified core subjects. He or she will also be expected to contribute to the development of the postgraduate course. An appropriate postgraduate qualification is essential. Depending upon qualifications and teaching experience, a contract for a period of up to four years is negotiable.

SALARY: £22,430 - £28,430 p.a.

Closing date: 31 March 1983, commencing 1 June 1983.

Position No: 413.

Applications, including curriculum vitae and references, should be sent to the Director of Human Nutrition, University of New England, Armidale, N.S.W. 2351, Australia.

Applicants should send three copies of their curriculum vitae and references to the Director of Human Nutrition, University of New England, Armidale, N.S.W. 2351, Australia.

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University of the South Pacific

Applications are invited for

LECTURER IN ACCOUNTING

180/21. Candidates for this position should have a minimum of five years' experience in accounting, preferably in the public sector. The successful candidate will be responsible for the teaching and supervision of students in the accounting programme. The closing date for applications is 22 April 1983.

SALARY: £22,430 - £28,430 p.a.

Closing date: 31 March 1983, commencing 1 June 1983.

Position No: 413.

Applications, including curriculum vitae and references, should be sent to the Director of Human Nutrition, University of New England, Armidale, N.S.W. 2351, Australia.

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Coláiste na hOileáine Corcaigh
University College Cork

CHEMISTRY (ANALYTICAL)

Duties will include lecturing in Analytical Chemistry at undergraduate and postgraduate level.

SOCIAL WORK

Applicants should have a QSW, with a minimum of two years' post-qualification professional experience.

STATISTICS

Appointee should ideally be qualified to PhD level. Duties include teaching, research and advisory work in Statistics.

The salary scales are:
College Lecturer - IRC£877-IRC£12,490 (Bar) - IRC£12,514 - IRC£15,996 p.a.
Assistant Lecturer - IRC£201 - IRC£10,079 p.a.

Application forms and further details of the posts may be obtained from the undersigned.

Latest date for receipt of applications for the posts in social work and statistics is Friday, 8 April 1983. Latest date for receipt of applications for the post in Chemistry (Analytical) is Friday, 29th April, 1983.

M. F. Kelleher, Secretary

OPEN UNIVERSITY STUDENTS' ASSOCIATION

PERMANENT SECRETARY

Applications are invited for appointment as Permanent Secretary to the Association which represents the interests of and provides services to the 70,000 student members of the Open University.

The Permanent Secretary is responsible, through the President, to the National Executive Committee of the Association and ultimately to National Conference, for the provision of advice and administrative support to the officers of the Association and its committees in the development and implementation of Association policy; management of the Association's financial affairs, including the marketing operation; and management of the Association's staff of fourteen based in Milton Keynes.

Weekend commitments are frequent; compensating time off can be taken during the week.

Candidates should have had considerable experience in administration and management, preferably in higher, further or continuing education.

Salary will be at an appropriate point on Admin. Grade III (£12,520-£16,180) and the appointee will be eligible for membership of USS.

Further particulars may be obtained from The President, Open University Students' Association, Sherwood House, Blatchley MK3 0HN.

The closing date for applications is 22 April 1983.

University of London

General Certificate of Education Examinations

Moderator from August 1983

Applicants should be graduates of, or hold appropriate qualifications in, school, college or University level. Examining experience essential. Completed application forms should be returned by 30 April 1983.

University of London

Queen Elizabeth College

LECTURER IN MICROBIAL PHYSIOLOGY

Applicants should have a minimum of five years' experience in microbiology, preferably in the public sector. The successful candidate will be responsible for the teaching and supervision of students in the microbiology programme. The closing date for applications is 22 April 1983.

SALARY: £22,430 - £28,430 p.a.

Closing date: 31 March 1983, commencing 1 June 1983.

Position No: 413.

Applications, including curriculum vitae and references, should be sent to the Director of Human Nutrition, University of New England, Armidale, N.S.W. 2351, Australia.

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Appointments

Universities
Fellowships
Research and Studentships
Polytechnics
Colleges of Higher Education
Colleges with Teacher Education
Colleges and Institutes of Technology

Technical Colleges
Colleges of Further Education
Colleges and Departments of Art
Administration
Overseas Adult Education
Librarians
General Vacancies
Industry and Commerce

Other classifications

Exhibitions
Awards
Conferences and Seminars
Courses

Personnel
For Sale and Wanted
Holidays and Accommodation

SOUTH EAST THAMES REGIONAL HEALTH AUTHORITY AND UNIVERSITY OF KENT AT CANTERBURY

LECTURER IN MANAGEMENT/ MANAGEMENT TRAINING ADVISER

This is a new joint appointment funded by the RHA to provide a high level of knowledge and expertise in management training programmes within the Region. The successful applicant will be involved in the evaluation and redesign of programmes, and as appropriate, will provide some tutorial input.

The person appointed will also take part in teaching and research in the field of Management in the University of Kent at Canterbury.

The post represents a unique opportunity to link an academic research approach to management and management training with the practical reality of applying management at all levels in a very complex organisation to do this job.

Applications are invited from those holding a qualification in occupational psychology or management studies and experience in management training. Some experience of management in the NHS would be an advantage.

The appointment will be for a period of five years commencing as soon as possible. Salary will be on the NHS administrative scale 9 (IRC£27,521-£32,777) NHS Terms and Conditions of service will apply.

Application forms and further particulars may be obtained from Mr. J. E. Pelly, Senior Assistant Registrar, The Registry, The University, Canterbury, Kent, CT2 7NF. Tel: 01843 24211. Closing date for applications is Monday 18th April 1983. Please quote reference number 456/789.

The University of New South Wales

Professor of Metallurgy

Opportunity of employment in University

Applications are invited for appointment to a Chair in Metallurgy at the University of New South Wales. The successful candidate will be responsible for the teaching and supervision of students in the metallurgy programme. The closing date for applications is 22 April 1983.

SALARY: £22,430 - £28,430 p.a.

Closing date: 31 March 1983, commencing 1 June 1983.

Position No: 413.

Applications, including curriculum vitae and references, should be sent to the Director of Human Nutrition, University of New England, Armidale, N.S.W. 2351, Australia.

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Universities continued

UNIVERSITY OF ZIMBABWE

Applications are invited for the following posts:

PROFESSOR OF MECHANICAL ENGINEERING DEPARTMENT OF MECHANICAL ENGINEERING

The successful applicant must have a first degree and higher degrees in Mechanical Engineering with extensive research, teaching and industrial association. The appointee will be required to take on a major role in the development of undergraduate and postgraduate work within the Department and to pursue research in his/her area of particular interest. Consultancy is encouraged.

Applicants should have a good honours degree in Mechanical Engineering and preferably a higher degree. Teaching, research and industrial experience is essential. Expertise is sought in one or more of the following areas: (i) Industrial systems engineering and design; (ii) Materials Science and solid mechanics; (iii) Applied mechanics; (iv) Fluid mechanics and Thermodynamics; (v) Process engineering.

Applicants should send three copies of their curriculum vitae and references to the Director of Human Nutrition, University of New England, Armidale, N.S.W. 2351, Australia.

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THE UNIVERSITY OF LANCASTER

CHAIR IN COMPUTING

Applications are invited for a Chair in Computing. The appointee will be responsible for the Computer Service and for the Department of Computer Studies. Planning of reorganization to that end will be a first task.

Salary within the Professional range. Present Professional average £19,405.

Nine copies of applications, quoting Reference L261/A, should be submitted, not later than 22 April 1983, to the Establishment Officer, University House, Bailrigg, Lancaster LA1 4YW, from whom further particulars may be obtained.

The Papua New Guinea University of Technology

LECTURER

Applications are invited for the above post in the Department of Forestry.

An applicant will be required to participate in the development of the Department of Forestry, including the establishment of a Forestry Research Centre. The successful candidate will be expected to take on a major role in the development of undergraduate and postgraduate work within the Department and to pursue research in his/her area of particular interest. Consultancy is encouraged.

Applicants should have a good honours degree in Mechanical Engineering and preferably a higher degree. Teaching, research and industrial experience is essential. Expertise is sought in one or more of the following areas: (i) Industrial systems engineering and design; (ii) Materials Science and solid mechanics; (iii) Applied mechanics; (iv) Fluid mechanics and Thermodynamics; (v) Process engineering.

Applicants should send three copies of their curriculum vitae and references to the Director of Human Nutrition, University of New England, Armidale, N.S.W. 2351, Australia.

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Universities continued

University of Exeter
Department of Biological Sciences
TEMPORARY LECTURER

Applications are invited for the post of Temporary Lecturer in Biochemistry, to be held from 1 October 1983. The post is for three years in the first instance, salary under review, dependent on qualifications, with the possibility of extension. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars obtainable from the Personnel Office, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

University of Oxford
ADMINISTRATIVE OFFICER

Applications are invited from graduates for an appointment in the Office of the Registrar, University of Oxford, to be held from 1 September 1983. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

The work will initially involve a range of administrative and clerical duties, with a view to the development of the office. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

University of Essex
Department of Languages
SENIOR LECTURER

Applications are invited for the post of Senior Lecturer in the Department of Languages, University of Essex, to be held from 1 September 1983. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Polytechnics

North Staffordshire Polytechnic
Faculty of Computing, Humanities and Education
PRINCIPAL LECTURER

Applications are invited for the post of Principal Lecturer in the Faculty of Computing, Humanities and Education, North Staffordshire Polytechnic, to be held from 1 September 1983. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

PAISLEY COLLEGE

A Scottish Central Institution

DEPARTMENT OF MATHEMATICS AND COMPUTING

LECTURESHIPS

(2 posts)

The lecturing of the department is to degree, honours degree and post-experience courses and includes a wide range of studies in the application of these disciplines to the business and management sciences and to economics.

Applications are invited from well-qualified candidates for the following posts:

STATISTICS
Candidates should have specific interests in the application of statistics to at least one of the above areas.

OPERATIONAL RESEARCH/ MODELLING
Candidates should have experience in developing mathematical models in industry or commerce and an interest in relating this experience to undergraduate teaching.

The successful appointees will be expected to undertake research and consultancy in a relevant area.

Salary Scale: Lecturer 'A' (£7,988 to £12,561) (to be reviewed from 1st April 1983)

Application forms and further particulars are available from the Personnel Office, Paisley College of Technology, High Street, Paisley PA1 2BE. Tel: 041-687 1241. Ext. 230, to whom completed forms should be returned by Monday 28 March.

Lecturer 'A' in Home Economics

£7,988-£12,561

(Post Ref: 836)

Applications are invited from graduates in Home Economics or a related discipline who have industrial, research or teaching experience in the area for the above post in an expanding and innovative institution of higher education.

Further particulars and application forms are available from The Secretary and Treasurer, Staffing, at the address or telephone number below.

The closing date for this post is Monday, 18th April, 1983.

THE QUEEN'S COLLEGE GLASGOW

1 Park Drive, Glasgow, G3 7LF. Tel: 041-334 8141.

A Scottish Central Institution

DUNDEE COLLEGE OF TECHNOLOGY
INFORMATION TECHNOLOGY

Applications are invited for two newly-created posts in the Department of Mathematics and Computing Studies.

SENIOR LECTURESHIP
Candidates should possess a postgraduate qualification in an appropriate discipline and have recent research and/or industrial experience in the field of information technology.

LECTURESHIP
Candidates should possess a good honours degree in an appropriate discipline and have recent research and/or industrial experience in the field of information technology.

Further particulars and application forms may be obtained from the Personnel Office, Dundee College of Technology, Dundee DD1 1TB, to whom applications should be sent by 1 April 1983.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Strathclyde Department of Education
GLASGOW COLLEGE of TECHNOLOGY

HEAD OF DEPARTMENT OF MANAGEMENT STUDIES (Grade 15)

The Department is involved in a wide range of courses at undergraduate, postgraduate and post-experience levels. Applicants should have relevant academic and professional qualifications as well as appropriate management experience in industry or commerce.

Salary: £11,700-£12,561

SENIOR LECTURER 'A' - LEARNING SYSTEMS
The Learning Systems Advisor carries responsibility for the development of learning and teaching systems and resources. Applicants should have substantial experience of teaching in Higher Education and expertise in the development of learning and teaching systems. Experience in course development and implementation, evaluation and assessment, and an understanding of different systems of learning would be valuable.

Application forms for the above two posts from the Establishment Office, Glasgow College of Technology, Cowcaddens Road, Glasgow G4 0BA (Tel: 041-332 7000) should be returned within 14 days of the appearance of this advertisement.

PLYMOUTH COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS STUDIES

Industrial Placements Tutor

Salary: £5,855-£11,022

Normally with further advancement to £12,818 (SL). (Salary review due from 1st April 1983).

To plan and operate the industrial placements system for business and computing degrees. Applicants are invited from a wide range of backgrounds including Training Officers, lecturers, and those with appropriate careers experience.

Application forms to be returned by 8th April 1983, are obtainable with further particulars from the Personnel Office, Plymouth Polytechnic, Drake Circus, Plymouth PL4 3AA.

The closing date for this post is Monday, 18th April, 1983.

THE POLYTECHNIC OF WALES

Robert Gordon's Institute of Technology Aberdeen

LECTURER

Due to continuing expansion, Robert Gordon's Institute of Technology, Aberdeen, is seeking a Lecturer in the Department of Mechanical and Electrical Engineering.

Applicants should have a good honours degree in an appropriate discipline and have recent research and/or industrial experience in the field of information technology.

Further particulars and application forms may be obtained from the Personnel Office, Robert Gordon's Institute of Technology, Aberdeen, to whom applications should be sent by 1 April 1983.

Colleges of Technology

METROPOLITAN BOROUGH OF STOCKPORT STOCKPORT COLLEGE OF TECHNOLOGY

Applications are invited from suitably qualified persons for the following full-time posts, duties to commence 1st September, 1983.

Department of Electrical Engineering LECTURER GRADE II IN ELECTRONICS

To teach the related subjects mainly in TEC courses and to be responsible for the project work of the Department. Experience in Microprocessor Control or Instrumentation would be an advantage.

Applicants should have a good honours degree in an appropriate discipline and have recent research and/or industrial experience in the field of information technology.

Further particulars and application forms may be obtained from the Personnel Office, Metropolitan Borough of Stockport, Stockport, to whom applications should be sent by 1 April 1983.

Colleges of Technology continued

Camborne School of Mines

Temporary

LECTURER II/ SENIOR LECTURER

In Mining Engineering

A two-year appointment in the first instance (and possible renewal) for a young graduate with a mining degree and considerable interest and experience in the application of computers to the solution of mining problems.

Excellent computing facilities are available to back up the strong research and teaching activities at the School. This is a "development post" and the successful applicant will need to be highly motivated and enthusiastic.

Apply in the first instance to: The Registrar, Camborne School of Mines, Pool, Redruth, Cornwall TR15 3SE.

from whom further particulars may be obtained. Closing date: 31st March 1983.

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY**Senior Administrative Officer**

Applications are invited from suitably qualified and experienced graduates for the above post, which is designed to co-ordinate and manage a range of functions, including the major academic administrative area of Examinations, Admissions and Records; Faculty Administration; as well as Committee Servicing.

Applicants should have a good honours degree (or equivalent) and have had substantial experience of academic administration. Salary on Scale £10,569-£11,585 (grading under review).

Application forms and further particulars may be obtained from the Administrative Officer (Personnel), Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT.

Closing date for applications is 25 March, 1983.

Lothian Regional Council
Napier College of Commerce and Technology
LECTURER A IN GERMAN

Salary: £11,700-£12,561 (SL)

Required in the Department of Languages, Napier College of Commerce and Technology, to teach German in the first instance. The successful candidate will be responsible for the planning and implementation of a career service which will include liaison with 11-18 schools, careers education as part of the personal curriculum for existing students, and their placement into suitable further or higher education courses or into work. The Careers Lecturer will be assisted by professional support staff from the Borough Careers Service.

Salary Scale: (SL) £10,175-£11,984 plus £215 Out of London Weighting allowance per annum.

Further particulars and application forms, returnable by 31st March, may be obtained from the Administrative Assistant, Personnel Section, Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT. Tel: 01-992 8696, Ext. 47.

Colleges of Art continued

Gloucestershire College of Arts and Technology
Park Campus, Cheltenham
PARK CAMPUS LIBRARIAN

Full time, 40 hours per week. Salary: £11,700-£12,561 (SL)

Applications are invited from graduates for an appointment in the Office of the Registrar, University of Oxford, to be held from 1 September 1983. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

Further particulars may be obtained from the Registrar, University of Oxford, to whom applications should be sent. The successful candidate will be interviewed. Please send CV to: Dr J. H. D. Jones, School of Biological Sciences, University of Exeter, Exeter EX4 4JQ, to whom applications should be sent.

GLOUCESTERSHIRE COLLEGE OF ARTS AND TECHNOLOGY
INFORMATION TECHNOLOGY PROGRAMME

The College, with bases in Cheltenham and Gloucester, is contributing to the rapid expansion nationally of advanced courses in Information Technology, an area in which provision for full time and part time students is already extensive.

The following new posts will be offered to suitably qualified and experienced candidates.

1 PRINCIPAL LECTURESHIP (Computing Studies)

7 SENIOR OR GRADE II LECTURESHIPS (Computing Studies)

1 SENIOR OR GRADE II LECTURESHIP (Statistics and Operational Research)

1 GRADE I LECTURESHIP (Computing Studies)

1 GRADE II LECTURESHIP (Associated Management Studies)

Application forms and further details are obtainable from Administrative Officer (Staffing) Gloucester, Oxley Lane, Gloucester. Tel: 0452-26321.

Informal enquiries may be made to Mr P. Devey, Mathematics & Computer Studies at Park Campus, Cheltenham (0242-26021).

London Borough of RICHMOND UPON THAMES
EDUCATION COMMITTEE
RICHMOND UPON THAMES COLLEGE**Careers Lecturer (SL)**

This interesting appointment in London's first tertiary institution is available through the promotion of the present holder to the senior management of the College. The successful candidate will be responsible to the Assistant Principal (Students) for planning and implementing a careers service which will include liaison with 11-18 schools, careers education as part of the personal curriculum for existing students, and their placement into suitable further or higher education courses or into work. The Careers Lecturer will be assisted by professional support staff from the Borough Careers Service.

Salary Scale: (SL) £10,175-£11,984 plus £215 Out of London Weighting allowance per annum.

Further particulars and application forms, returnable by 31st March, may be obtained from the Administrative Assistant, Personnel Section, Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT. Tel: 01-992 8696, Ext. 47.

Colleges of Higher Education

Chorley College of Higher Education

LECTURER II IN COMPUTER STUDIES

Applications are invited for the post of Lecturer II in the Department of Computer Studies, Chorley College of Higher Education, Chorley, Lancashire. The successful candidate will be responsible for the planning and implementation of a career service which will include liaison with 11-18 schools, careers education as part of the personal curriculum for existing students, and their placement into suitable further or higher education courses or into work. The Careers Lecturer will be assisted by professional support staff from the Borough Careers Service.

Salary Scale: (SL) £10,175-£11,984 plus £215 Out of London Weighting allowance per annum.

Further particulars and application forms, returnable by 31st March, may be obtained from the Administrative Assistant, Personnel Section, Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT. Tel: 01-992 8696, Ext. 47.

Colleges of Higher Education

9 Meriton's College, Lancaster

LECTURER IN GEOGRAPHY

Applications are invited for the post of Lecturer in the Department of Geography, 9 Meriton's College, Lancaster. The successful candidate will be responsible for the planning and implementation of a career service which will include liaison with 11-18 schools, careers education as part of the personal curriculum for existing students, and their placement into suitable further or higher education courses or into work. The Careers Lecturer will be assisted by professional support staff from the Borough Careers Service.

Salary Scale: (SL) £10,175-£11,984 plus £215 Out of London Weighting allowance per annum.

Further particulars and application forms, returnable by 31st March, may be obtained from the Administrative Assistant, Personnel Section, Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT. Tel: 01-992 8696, Ext. 47.

Roehampton Institute

Courses offered by the Roehampton Institute of Higher Education are in combined studies leading to university first and higher degrees. The Institute seeks to make the following appointment in the Department of Business Studies for a FIXED-TERM period from 1 September 1983 to 31 August 1984.

LECTURESHIP IN ECONOMICS

A graduate in Economics, preferably with a higher degree, is required to assist in the teaching of foundation and applied economics courses at undergraduate level on Business Studies degree.

Salary (LJ/SL scale) £8,855-£12,818 plus London Allowance £938 per annum.

Further particulars and application forms may be obtained by writing to: R. A. Fennell, Assistant Secretary, Roehampton Institute of Higher Education, Richardson Building, Digby Street College, Roehampton Lane, London SW15 5PH. Closing date for applications: Wednesday, 20 April 1983.

WESTMINSTER COLLEGE
Oxford**PRINCIPAL LECTURER IN JUNIOR EDUCATION**

(Re-advertisement)

Applications are invited from suitably qualified people for the above post commencing 1st September 1983.

The successful applicant will have responsibility for the co-ordination and development of programmes relating to the 7 to 13 age-range and, in addition, responsibility for the leadership of the Junior/Middle staff team.

Further particulars may be obtained from the Principal's Secretary, Westminster College, North Hinksey, Oxford OX2 9AT (telephone: 0855 247644), to whom all applications, together with full curriculum vitae and the names, addresses and telephone numbers of three referees, should be sent.

Closing date for receipt of completed applications is the 15th April 1983.

Harrow College of Higher Education

LECTURER II IN EDUCATIONAL MEDIA

Applications are invited for the post of Lecturer II in the Department of Educational Media, Harrow College of Higher Education, Harrow, Middlesex. The successful candidate will be responsible for the planning and implementation of a career service which will include liaison with 11-18 schools, careers education as part of the personal curriculum for existing students, and their placement into suitable further or higher education courses or into work. The Careers Lecturer will be assisted by professional support staff from the Borough Careers Service.

Salary Scale: (SL) £10,175-£11,984 plus £215 Out of London Weighting allowance per annum.

Further particulars and application forms, returnable by 31st March, may be obtained from the Administrative Assistant, Personnel Section, Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT. Tel: 01-992 8696, Ext. 47.

Colleges of Higher Education

Research & Studentships

University of London

Imperial College

RESEARCH ASSISTANT

A post-doctoral Research Assistant is required to assist in the research project on the development of a new type of power system. The successful candidate will be responsible for the planning and implementation of a career service which will include liaison with 11-18 schools, careers education as part of the personal curriculum for existing students, and their placement into suitable further or higher education courses or into work. The Careers Lecturer will be assisted by professional support staff from the Borough Careers Service.

Salary: £2,555 inclusive. The appointment is for three years.

Applications with names of three referees should be sent to the Department of Research, Imperial College, Silwood Park, Ascot, Berkshire SL5 7PY. Tel: 0344 373737. Closing date: 15 April 1983.

Overseas

Yale University, New Haven, Conn.

Research Assistant

Applications are invited for the post of Research Assistant in the Department of Philosophy, Yale University, New Haven, Conn. The successful candidate will be responsible for the planning and implementation of a career service which will include liaison with 11-18 schools, careers education as part of the personal curriculum for existing students, and their placement into suitable further or higher education courses or into work. The Careers Lecturer will be assisted by professional support staff from the Borough Careers Service.

Research & Studentships continued

University of London The London School of Economics Business History Unit SSRC RESEARCH- LINKED STUDENTS

Three research studentships are available for the academic year 1983-84. The studentships are in the field of Business History. Candidates should be graduates of a UK university with a first class honours degree in a relevant subject. The studentships are for a period of three years. The salary is £10,000 per annum. The studentships are for research in the field of Business History. The studentships are for research in the field of Business History. The studentships are for research in the field of Business History.

Applications are also invited for a research studentship in the field of Business History. The studentship is for a period of three years. The salary is £10,000 per annum. The studentship is for research in the field of Business History. The studentship is for research in the field of Business History. The studentship is for research in the field of Business History.

Librarians

Royal Borough of Kingston upon Thames Directorate of Education and Recreation Librarianship Unit

PRINCIPAL LIBRARIAN OFFICER

This new post within the Directorate of Education and Recreation is responsible for the overall management of the Librarianship Unit. The post holder will be responsible for the overall management of the Librarianship Unit. The post holder will be responsible for the overall management of the Librarianship Unit. The post holder will be responsible for the overall management of the Librarianship Unit.

Applications should be sent to the Directorate of Education and Recreation, Librarianship Unit, Kingston upon Thames, Surrey, TW20 0EX. The closing date is 1st April 1983.

UWIST University of Wales Institute of Science and Technology Library ASSISTANTS (2) (TWO YEAR APPOINTMENT)

Applications for the two year appointment should be sent to the University of Wales, Institute of Science and Technology, Library, Cardiff, CF1 1AA. The closing date is 1st April 1983.

Applications and CVs should be sent to the University of Wales, Institute of Science and Technology, Library, Cardiff, CF1 1AA. The closing date is 1st April 1983.

Overseas continued

McGill University Canada TENURE-TRACK APPOINTMENT AT THE ASSOCIATE PROFESSOR

Applications are invited for a tenure-track appointment at the rank of Associate Professor in the Department of History. The post holder will be responsible for the overall management of the Department of History. The post holder will be responsible for the overall management of the Department of History. The post holder will be responsible for the overall management of the Department of History.

Industry & Commerce

Lecturer Broadcast Television Industry

Sony Broadcast Limited is a world leader in the professional broadcast television industry. As part of a comprehensive service to customers, our technical training centre provides operational and in-depth courses on a wide range of products which include video tape recorders, cameras, editing control systems, and professional audio equipment. The department has excellent facilities together with a technical publications department and library. Further expansion is planned to extend our training activities and applications are now invited for the position of Lecturer.

The successful applicant will conduct theoretical and practical courses on our range of equipment. Applicants should be able to present ideas clearly, degenerate level electronics and possess the ability to present ideas clearly. Previous lecturing experience would be an advantage, although the interview process will concentrate on identifying candidates with significant technical capacity and the potential to achieve in this thoroughly challenging environment. Training on our range of products and in lecturing skills will be given where appropriate.

We offer attractive salaries and first class conditions of employment. If you are interested please write with full career details to: Mike Jones, Senior Personnel Officer, Sony Broadcast Limited, City Wall House, Basing View, Basingstoke, Hampshire RG21 2LA. Telephone Basingstoke (0256) 55011



Sony Broadcast Ltd.
City Wall House
Basing View, Basingstoke
Hampshire RG21 2LA
United Kingdom
Telephone (0256) 550 111

TQ Project Manager International Training Projects

TQ International specialises in equipping training laboratories worldwide, and is the UK's largest manufacturer of dedicated engineering training equipment. The TQ Special Projects Group is now expanding to develop the co-ordinates all activities relating to development of these facilities, from building design through curriculum preparation to preparation of audio visual material.

A Project Manager is now required to provide a major input to the promotion and development of the successful division of TQ International Limited. Applicants should be:

- A graduate in a technological subject, possibly with a Ph.D. aged 25-40
- Experienced in Training, Industry or International Business - or a combination of these
- Able to work on their own initiative - especially overseas
- Keen to travel
- Preferably fluent in French, Arabic or Spanish.

We are keen to hear from younger graduates of high ability who may perhaps be working in non-related situations at present and who believe they have the potential for this kind of work.

Initial salary negotiable according to ability and experience. All normal benefits, including removal allowances if appropriate. Future prospects excellent, dependent on the success of the division.

Initial applications in writing together with full C.V. to: Mrs E. A. Neville, Technical Director, Broomfield Street, Long Eaton, Nottingham NG10 2AN. Tel: 06075 82811.

DIRECTOR OF EDUCATION CHARTERED SOCIETY OF PHYSIOTHERAPY

Required from September 1983 to be responsible for the overall coordination of all aspects of the Society's educational activities including a clearing house for entry to training, the monitoring of programmes within 35 schools of physiotherapy, the provision of a system of postgraduate education. The Society's policy is to explore opportunities for professional development compatible with the need for a high standard of service to patients. The person appointed will need to be familiar with higher educational organisations, the processes involved in course planning and validation and, preferably, with the health care professions. The salary is within the range of £15,000-£20,000 inclusive of London weighting. There is a non-conflict of interest scheme. Applications will be welcomed from those with appropriate experience in general, higher or physiotherapy education who wish to develop their career in this specialist professional field. Further details and application forms are available from the Secretary, The Chartered Society of Physiotherapy, 14 Bedford Row, London WC1R 4ED. Tel: 01-424 1543; Fax: 01-424 1544.

EDINBURGH DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION POST OF VICE PRINCIPAL

Applications are invited for the above post which will become vacant on 1 September 1983. Applicants should have appropriate administrative experience and should be knowledgeable about recent developments in the fields of physical education, recreation and sport. Salary for the post will be £16,288. Further information and forms of application for the post may be obtained from the College Secretary, Dunfermline College of Physical Education, Crawford Road North, Edinburgh EH4 6JD, to whom completed applications should be returned by 8 April 1983.

Awards

THE GUILD OF ST. GEORGE Founded by John Ruskin

ACADEMIC AWARDS 1983-84 Research Awards in Design History

Applications are invited for research funding in the field of Design History. Further information and application forms are available on receipt of s.o.e. from Anthony Harris, Master of the Guild of St. George, c/o Chelsea School of Art, Manresa Road, London SW3 6LS.

The closing date for applications is Friday, 29 April 1983.

Overseas continued

UNIVERSITY OF MALAWI STAFF VACANCIES: CHANCELLOR COLLEGE Department of Geography and Earth Sciences Lecturers in Physical and Social Geography (3 posts)

1. Applicants for the one post in Physical Geography should have a higher degree with teaching experience and research interests in pedology, biogeography, and/or meteorology and climatology. Some knowledge of remote sensing will be an advantage. There are opportunities for research.
2. Applicants for the two posts in Social Geography should have a higher degree with teaching experience and research interests in either (1) economic, population, or agricultural geography (preferably with a postgraduate qualification in Education), or (2) history and philosophy of geography. Thought, quantitative methods, spatial organisation and/or environmental studies, and resource management (preferably with the ability to teach an integrated introductory course in human geography). There are opportunities for research.

A competitive salary will be offered at a level commensurate with qualifications and experience. Part-time accommodation will be provided. Applications (4 copies) with a detailed curriculum vitae containing full particulars of qualifications and experience, plus the name and address of three referees, should be sent to the University Registrar, University Office, P.O. Box 278, Zomba, by 31st March, 1983.

KING FAISAL UNIVERSITY HOFUF, SAUDI ARABIA SOME ECONOMIC SECTION to teach girl students in the following disciplines:

- Child Development and Family Life
- Home Furnishing (Interior Design) and Housing
- Home Management and Family Finance
- Clothing and Textiles
- General and Organic Chemistry
- Sociology and General Economics

Prerequisites: appropriate qualification and minimum of two years' teaching experience at university level. Classes are taught in Arabic and from Saudi Arabia once per year, 60 days paid annual leave, generous luggage allowance, no Saudi tax.

Salaries are highly competitive and negotiable. Contracts are for one year and renewable. Please send complete curriculum vitae, quoting reference with current telephone number and the names and addresses of three referees to:

Dr. Tahia Maki
c/o U.K. Recruiting Office,
King Faisal University,
29 Belgrave Square,
London SW1X 8QR.

Overseas continued

UNIVERSITY OF JOS NIGERIA

Applications are invited from suitably qualified candidates for the following vacancies in the University:
Department of Mathematics
Professor (Specialisation in Numerical Analysis and/or Stochastic Processes)
Senior Lecturers/Lecturers in Fluid Mechanics.

Department of Architecture
Professor/Reader
Senior Lecturers/Lecturers

Department of Building
Professor/Reader
Senior Lecturers/Lecturers

Department of Religious Studies
Lecturers/Assistant Lecturers
(Arabic and Islamic Studies)

Department of Property and Commercial Law
Senior Lecturers/Lecturers

Candidates for positions in Department of Architecture must have the experience and ability to teach at least four of the following courses:
History of African Architecture
Building Materials
Building Construction
Urban Design
Climate and Design
Landscape Design
Contract, Building Law and Ethics
Industrial Design
Interior Design
Housing Design
Graphic Communication
Restoration and preservation of buildings of architectural and historical interest.

Candidates for positions in Building Department should specialise in any of the following areas:
Land Surveying
Quantity and Cost Planning
Soil Mechanics and Foundation Engineering
Building Technology and Building Construction
Candidates to the Faculty of Law, should specialise in any of the following:
Commercial Law
Equity and Trusts
Company Law
Sociology

Professor US\$ 15 (N11,364 x 876 - N14,820)
Lecturer US\$ 11 (N8,000 x 360 - N10,080)
Lecturer II US\$ 8 (N7,680 x 264 - N8,040)
Assistant Lecturer US\$ 6 (N6,336 x 192 - N7,488)
These posts are training posts for Nigerian graduates only.
Note: N21 = 80p approximately.

Conditions of Service
Appointment on either permanent terms until retiring age, in the case of Nigerian candidates, subject to a probationary period, or on two-yearly contract, renewable by mutual consent. Economy class air or first-class sea passage for appointee, wife and up to dependent children at beginning and end of contract. Part-time accommodation at rental of 8% of basic salary to maximum of N300 p.m. or rent allowance in lieu. Contract addition of 25% of basic salary, leave allowance, car loan, car basic allowance.

Method of Application
A typewritten copy of application including full curriculum vitae stating Name in full, date of birth, nationality, permanent and current address and telephone number, full details of qualifications and experience with names of institutions and dates, detailed list of publications with dates and names of journals, the names of three referees who know you professionally.

Candidates resident in Europe and the United Kingdom should send their application not later than 22nd April, 1983 to:
The Director
Nigerian Universities Office
133 New Hampshire Avenue, N.W.
Suite 220
Washington, DC 20036

In United States of America:
Nigerian Universities Office
133 New Hampshire Avenue, N.W.
Suite 220
Washington, DC 20036

In Canada to:
Nigerian Universities Office
160 Kent Street, 7th Floor
Ottawa, Ontario,
Canada
In Middle and Far East to:
Nigerian Universities Office
160 Kent Street, 7th Floor
Ottawa, Ontario,
Canada
Please request reference to send their references to respective Nigerian Universities Office.

Professor US\$ 15 (N14,820 x 720 - N18,720)
Reader US\$ 14 (N12,720 x 660 - N16,372)

Lecturers Polish and Russian

There are two posts for suitably qualified language teachers, one in Polish at RAF North Luffield in Leicestershire, and one in Russian at the Army School of Languages, Beacomfield, Bucks.

The successful candidate will be required to teach Polish or Russian respectively, with particular emphasis on the appropriate military and technical terminology in all types of courses run by the respective establishments to which they are appointed, and to be responsible for, or to assist in, the selection and production of teaching material and the design of courses.

For the post in Polish candidates must have a native or bilingual knowledge of Polish, and should preferably also have some knowledge of Russian.

For the post in Russian candidates must have a native or bilingual knowledge of spoken and of modern literary Russian.

For both posts candidates must have a high level of proficiency in spoken and written English. They should preferably have a degree or an equivalent qualification in the language they are offering, an experience of teaching that language to English-speaking students, and a teaching qualification.

SALARY: As Lecturer Grade 11 £8020-£12955 (Barnham scale), including a pensionable allowance of 17% of salary for longer working years. Starting salary within the range according to qualifications and experience. An additional allowance of £245 for the post at Beacomfield.

For further details and an application form (to be returned by 13 April 1983) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1J, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours). Please quote ref: 61527.

Ministry of Defence

REMINDER
COPY FOR CLASSIFIED ADS
IN THE TIMES
SHOULD ARRIVE NOT LATER THAN
10 AM MONDAY PRECEDING PUBLICATION

UNIVERSITY OF NATAL DEPARTMENT OF AFRICAN STUDIES

Durban, South Africa

Applications are invited from suitably qualified persons regardless of sex, religion, race, colour or national origin for appointment to the post of

PROFESSOR

This is a newly created post of a full Professorship of Comparative African Government within the Department of African Studies. Applicants should have appropriate qualifications in one or more of the social sciences relevant to the study of contemporary governmental forms and processes in Africa. They should also have a demonstrated ability to conduct and promote research. An interest in regional and local government would be an advantage. The successful applicant would be expected to assume duty from the 1st January 1984, or as soon as possible thereafter.

Salary in the range: R22,109 - R30,255 per annum.

The commencing salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, a service bonus of 93% of one month's salary is payable annually.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses on first appointment are obtainable from the Secretary, South African Universities Office, Chichester House, 278 High Holborn, London WC1V 7HE or the Registrar, University of Natal, King George V Avenue, Durban, 4001, with whom applications on the prescribed form must be lodged not later than 15th May 1983 quoting the reference D23/83.

LEBANON American University of Beirut

5 Assistant Professors Department of Business Administration (Reference 83 A 26-30)

3 Assistant Professors Department of Chemistry (83 A 31-33)

The American University of Beirut is a leading cosmopolitan English medium university. Founded in 1863 in West Beirut in a campus of 70 acres, it now has 4,500 students, male and female, from all over the Middle East. Throughout recent disturbances in Beirut it has continued to function almost normally retaining a significant proportion of expatriate staff. It has asked the British Council to assist in recruiting the UK for British staff to augment their Faculty as from the 1983 Academic year.

Details: 5 Assistant Professors, Department of Business Administration, Teaching Specialty: (a) Marketing - Marketing Management, International Marketing, Marketing Research, (b) Accounting - Basic Accounting, Cost Accounting and Control, Auditing, Advanced Accounting, (c) Banking - Commercial Banking, Central Banking and Monetary Policy, (d) Business Economics and Statistics - Managerial Economics Quantitative Methods, Business Economics Statistical Methods - Business Research, Analysis and Forecasting, Business Statistics, (e) Finance - Financial Markets and Institutions, Financial Management, Investment.

3 Assistant Professors of Chemistry, Teaching Specialty: (a) Analytical - Instrumentation - General Chemistry, Quantitative Analysis, Analytical Chemistry, Technical Analysis, Instrumental Techniques, (b) Inorganic - General Chemistry, Inorganic Chemistry (Lectures and Laboratory Courses), Co-ordination compounds, Inorganic Preparations, (c) Physical - Spectroscopy - General Chemistry, Chemical Kinetics, Molecular Structure, Chemical Thermodynamics, Advanced Laboratory.

All appointees will also teach graduate courses according to ability and demand. Extra curricular activities (eg athletics coaching) are welcomed.

Qualifications: Candidates, male or female must have a PhD or 2 year post-Doctoral experience in the discipline. The upper age limit is 60 years. Some knowledge of Arabic would be useful but not essential.

Salary: US\$27,000-US\$27,000 per annum, taxable (£13,038-£17,801 at £1 = 1,5340).

Benefits: A1 to 4 bedroomed University flat (rent £21 = £6,110), hard furnishings, cooking appliances provided; free heating and hot water for campus housing; return air fares and baggage allowance for appointee and family (children under 18 years); Educational and out-of-pocket allowance; entitlement to enrol in AUS Hospitalization Insurance Plan; 3 summer months annual leave. A 1 year contract, renewable particularly for those able to arrange secondment, is available but 3 year contracts preferred.

Starting date: late September 1983.
Applications should reach us by 8 April 1983 if possible.

For further details and application form, please write quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 80-81 Tottenham Court Road, London W1P 0DT.

University of the Witwatersrand Johannesburg
Department of Sociology
LECTURER

Applications will be welcomed from persons qualified to teach sociological methods and research in the field of sociology. The successful candidate will be required to teach sociology at the undergraduate and post-graduate levels.

The Department offers courses in sociology and social anthropology at both undergraduate and post-graduate levels. The salary will be in the range of R15,000-17,500 per annum, plus pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses on first appointment are obtainable from the Secretary, South African Universities Office, Chichester House, 278 High Holborn, London WC1V 7HE or the Registrar, University of Natal, King George V Avenue, Durban, 4001, with whom applications on the prescribed form must be lodged not later than 15th May 1983 quoting the reference D23/83.

For further details and an application form (to be returned by 13 April 1983) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1J, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours). Please quote ref: 61527.

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Don's diary

Monday

Berger and Luckmann and the sociology of knowledge first thing today - but as this is a so-called "integrated" course, I sit with the students while my colleague talks. It's always pleasant not to be quite the one in charge. Each week as I sit down I rediscover with a little shock of recognition that view of mills, Pennines and sky opposite me, forgotten since last time. I've just fifteen through it, but it looks remote and awe-inspiring from here. I keep careful track of the lecture though, ready to intervene occasionally, to suggest the sort of appalled comments Plato might have offered on this notion of reality-construction, regarded as an ineluctable norm. . . . Sometimes, moments of extraordinary inter-disciplinary illumination occur; at other times (just as illuminating really) we want to cry with astonishment at one word: "So that's how you use the word 'knowledge'!" or "moral education", or "autonomy" or whatever. No wonder we didn't understand one another! And the orientations, when near-axiomatic certainties suddenly slip, under the impact of an alternative perspective. . . . I Everyone ought to be disorientated in such ways, quite a lot of the time; though it's important that we get the students orientated, first. And these are undergraduates, unlike most of my students, who are mature adults, either preparing for, or already in, some branches of FE or HE.

Then down to our other site to discuss teaching practice, and to photocopy an article on the split brain I'm sending off to Texas. Afternoon meeting of a BED committee. Once again, that (apparently hyper-real) life outside the window tempts me. But the range of things speaking and understanding. One another, an occurrence not so common in the groves of academe - is also absorbingly interesting. I phone students in schools of nursing to arrange teaching practice visits.

Tuesday

Write again to student who disagreed with my assessment, returning essay, re-marked by a colleague who produces, without censoring comments, almost identical to mine, but a lower grade than I gave. Perhaps the least satisfactory job is assessing the work of highly motivated and hard-working people, and sometimes disappointing them. I hate it. But myself seek criticism from others, struggling over the years to extinguish personal pride in these matters, and being obsessively anxious just to learn; and I try to promote that attitude in other people. All the same, I know with every fibre of me what this student feels, and I try to respond accordingly.

Spend afternoon working on a paper I (in common with other participants) am supposed to be presenting at a Philosophy of Mind "colloquium" in Dubrovnik in a week's time. Topic: "Mental Events". Reading Donald Davidson, I seem eventually to discern the traces of his somewhat laborious progress through the topic - as though he'd stopped and started, rather. It's a good stuff, of course. That evening, at a philosophy seminar at Leeds University, someone unkindly compares his work with William Burroughs' "cut-up" novels. As an impression, not too far off. Said seminar an exercise in the absurd. Not having read the title properly, I now find it is on mathematical logic Dedekind and Russell, infinity, and others - "German and English infinites". He is a youngish German professor. There is another joke in the paper: if you say you're a finitist, you can be asked, "which of the infinitely many types of finitist

are you?" I understand that bit. Otherwise I (and apparently most others) are hopelessly lost.

Wednesday

To a school of nursing to sit in on a lesson. I haven't been here before, so leave home very early and then read Fodor in the car park as my imagined long journey shrinks to just the actual miles it is. Wherever I go into staffrooms of various kinds round here, familiar faces of ex-students greet me, but from the wrong novel, as it were. I make for more of the surreal, more slip between the commonsense world and the peculiar one I seem to live in. Contexts change people dramatically - shrinking, stretching, squashing, brightening them or whatever as in dream, or life after death. The lesson goes routinely, efficiently, clinically; then (on the subject of lumps and tumours) the tutor suddenly breaks right through the protective impersonality: "What do people - what would you - feel though about finding such a thing in yourself?" The words "fear", "death", "love" reverberate: something odd happens; it is as though everyone goes hot and cold at the same time. Then, with exquisite empathy, the tutor pulls them (and me) out of it: later, the human side of all this will be dealt with more fully.

Thursday

Rousseau this morning: I'm always trying to penetrate through to the meaning of it all - to show how so many everyday assumptions about education - or about life too for that matter - rest on theoretical positions. . . . you do that, you can call the assumptions. . . didn't Keynes utter his threnody over long-dead economists to that same effect? Yet it hardly matters where you start - it's where the lesson ends up that counts. Then to find another school of nursing, and again that turning of the imagined place into the peculiar actual: another staffroom, but in a different place on the corridor from yesterday. Going out, what floor am I on? Which town is this, now? Today is my hypothesis, somehow made really interesting by pure enthusiasm for knowledge, and by the tutor's interest in her students' minds.

Friday

Today I lecture in York all day. Last week it was horribly foggy, now transformed. I say lecturing, but it's all questions, in what I hope is the right order: the class members, lecturers from all kinds of professional background, trade and expertise, do the rest. We discuss training, deskilling, behaviourism, Skinner, Chomsky, my dog. People throw up wonderful ideas: a rhythm of inventiveness is established. I walk at lunchtime, and get lost in a ploughed field. All afternoon, bits of drying mud fall off my shoes as I pace up and down the classroom. I get the impression that people are watching them; as the room gets hotter, perhaps they will remember them; as actual pity-gritty world, among the concepts that float around the room. Travelling home, I discover a new short cut down two motorway Disproportionately placed, a week of wildly assorted places, faces, minds resolves into harmony: as my boomerang-shaped route somehow links up everything, including the wandering roads, after all.

Peter McKenzie

This author is a senior lecturer in education at the vocational education department of Huddersfield Polytechnic.

Thanks to federal legislation, America's colleges and universities find themselves for the first time since Vietnam enmeshed in a dispute about "the draft". The United States has no military draft in effect, but the law requires all males born after January 1, 1960 to register with the selective service system within 30 days of their 18th birthday. The nation wants to be ready to draft young men should legislation be passed.

So far approximately 96 per cent of those required to register have done so, but the resisters make headlines out of proportion to their numbers. Some have been hauled into court for failure to comply with the law. As of now the major constitutional questions (if indeed there are any) have not been settled by the courts. Initial resistance, however, forced the Congress to require each university student seeking financial aid from the government, whether in the form of loans, grants, or work study grants, to submit proof that he was registered with the selective service system.

Officials in the Department of Education and in the selectors' service have to draw up rules and regulations to govern the implementation of the law. The Congress instructed both agencies not to lay heavy administrative burdens on the nation's colleges and universities, but it is impossible to avoid such burdens given the size of the task.

Reactions across the nation have been varied and unpredictable. The Quaker colleges were the first to declare that they would make up out of their own funds the federal aid lost by any student who could claim that his reasons for refusing to register were based upon conscience. Yale University early on claimed that it would make up out of its own funds any loss due to a refusal to register for the draft. The president of Boston University said that citizens who are unwilling to shoulder the burden of democracy have no right to expect to share its benefits, and Boston University therefore would deny even its own aid funds to those who have not registered for the draft. Most of the nation's colleges, conscious of the legal implications of not taking a stance, have kept their heads down.

Big is dutiful if you merge to save neck

If I copy *THES* leaders and talk about polytechnics and amalgamations, I apologise. My life is so full of them at the moment. I've been shuttling back and forth to Belfast to produce a report on the new and so far unnamed university institution which the Government hopes will get in the Six Counties. (I've been covering it might be better if it covered seven, eight or even nine counties, but we'll have to see about that.)

In a fortnight, Edwin Parkes and Christopher Ball are coming side by side, holding hands, to the Select Committee to tell us about their warm and effective cooperation in the planning of higher education courses across the board. Or at any rate in agriculture and architecture courses. I wonder how long it will take them to get round to zoology. In London, the site of a quirky scheme for amalgamated universities is established. I walk at lunchtime, and get lost in a ploughed field. All afternoon, bits of drying mud fall off my shoes as I pace up and down the classroom. I get the impression that people are watching them; as the room gets hotter, perhaps they will remember them; as actual pity-gritty world, among the concepts that float around the room. Travelling home, I discover a new short cut down two motorway Disproportionately placed, a week of wildly assorted places, faces, minds resolves into harmony: as my boomerang-shaped route somehow links up everything, including the wandering roads, after all.

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Getting ready for a fresh draft



Timothy Healy

The congressional intent that our burdens should not be laid upon the colleges, is flouted in legislative demands that "verification" be furnished by the college itself. The easiest verification would be a copy of the student service board when he registered. That, however, does not take into account students who have lost the letter, those to whom it has never been sent, or those who simply forgot to bring it with them. Procuring a delayed letter could take months, and many colleges are not willing to gamble their slender financial aid funds on its arrival.

At the moment the colleges, through their umbrella organization, the American Council on Education (ACE), are trying to qualify the regulations to eliminate or reduce the burdens of verification. At the same time the ACE has appealed, with some sympathetic hearing, both to the Senate and House of Representatives, to hold off implementation of the new regulations until matters are clearer, and until the colleges are in better administrative shape to take on the new burden.

Whenever Congress sets out to spank universities, it is fair to ask "why?" The hostility of governments to academics is not something new of the twentieth century. England has long history of town and gown feuds from which American colleges could well learn. On the other hand, the last 30 years in the United States have seen the kind of government-academic animosity that has been both heinous and helpful. Hard cases make bad laws and so do hard times. During the past three to four years, relationships between the nation's universities and their governments have, in put it mildly, turned fairly sour. A grumbling and almost factious politicking is at work in many of the federal organizations that touch higher education.

The most blatant example of this has been the administration's removal of any one of liberal credentials from the guiding committees for the national institute of education to form the environmental protection agency's review panels. The administration has proposed massive cutbacks in student loans. There is growing ambiguity about the nation's commitment to basic research at a time when industrial and commercial sources of research funding have been significantly reduced by a weakened economy.

Finally, there has also been a growing reluctance in government councils to face the nation's unfinished agenda to provide equality of access to higher education for previously neglected ethnic and racial minorities. It seems that little of this can be laid on the doorstep of the president himself. As governor of California, Ronald Reagan was a strong supporter of higher education; both public and private colleges and universities emerged stronger and more fully supported after his eight years in the state house.

All the same, the nation's commitment to research, to equality of access and to freedom of choice has slowed seriously. Conservatives seem instinctively to distrust the academy. Emerson's comment that intellect cancels fate may hold for an individual faced with the grid system. When intellectuals come in colleges, their ability to cancel fate may depend on the politicians who fund it.

I suspect that is all just a reversion to the traditional, federal university norm. I discover from my Irish archaeological researches that the Monera, Magoo College of Arts and Doolin, of the Presbyterian Church of Ireland, sensibly took refuge during the nineteenth century in the Royal University of Ireland, of which Queen's University was once a constituent part. One big umbrella, a cosy comfortable federation encompassing the weak and the strong is the tradition of Wales, of California - even of Oxford.

Moreover, in all those transitory polyversity marriages at present with the brokers, there's an added incentive for the colleges to join the university club because the escalation of fees goes upward. Mr. Biele, the university chancellor designate for the new institution in Ulster, has already said: "The University of Ulster, even before the charter is through."

If, in London, City Polytechnic ever got into bed with City University, or if they both got into bed with Queen Mary College, the same incentive would be there; and before you knew where you were, London's "University of Ulster" would be knocking on the door. My Selected Committee report, two years ago suggested that a university or two might slip into the poly sector but that's not going to happen.

So I see the granting of a charter to the minuscule "University of Buckingham" as the end of an era, not the beginning of one. Not free-standing places are not in fashion. They would lay hands on that which a decade or two, Buckingham will be knocking at the door of Oxford University - or even that Open one. My Robbin' mainline of little Bachelors calls, saying in our

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LETTERS TO THE EDITOR

Standards of achievement and provision

Sir, - In addition to being a recent chairman of the Committee of Polytechnic Directors and a member of the board of the National Advisory Body, Dr Raymond Rickett's record of innovation is second to none. Therefore, we hesitate to question his views. However, we must beg to differ from his approach to the unit of resource which he expressed in his recent letter (*THES*, March 4).

It is a fact that the elected representatives of our society seek to divert expenditure away from higher education to areas which they regard as having greater priority. This is not a passing phase but a policy which is likely to continue for some years to come. Nor is it likely that a change of administration would benefit higher education although the order of priorities would not be the same.

Whether it is defence, the social services, 16 to 19-year-olds, or adult education that receives the highest priority, higher education must face the prospect of a continuing decline in resources in the short and medium-term future.

Dr Rickett assumes that standards of academic achievement can be related directly to standards of provision. Of course, there must be some truth in that assumption but it is not the whole truth. It leads inevitably to the corollary that if resources fall then the only way to maintain standards is to reduce the number of student places. If this is intended to spur the middle classes into rallying around the universities and polytechnics then it has been notably, and sadly, unsuccessful. They are agog with indifference.

The education service is far from perfect and there is always some scope for reducing the unit of resource without an unacceptable reduction in academic standards if appropriate ways can be found for realizing those reductions.

We are sure that Dr Rickett shares our belief that education - and especially higher education - is beneficial

to individuals who are able to take advantage of it, as well as to the community at large. We believe that those benefits should be extended to as many people as the system can accommodate. Therefore our policy should be to offer the best possible educational opportunities to the maximum number of suitably qualified people within the given, available resources. We should now look for changes in teaching methods and modes of working which would alleviate some of the effects of falling resources. We need not to bury our heads in the sand but, to set our sights on the even greater challenges which lie in the not too distant future.

Yours sincerely,
W. K. ALLAN,
Deputy Director,
Academic and Resource Planning.
S. J. RICHARDSON (Mrs)
Principal Lecturer in Sociology
City of Birmingham Polytechnic.

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Yours sincerely,
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Academic and Resource Planning.
S. J. RICHARDSON (Mrs)
Principal Lecturer in Sociology
City of Birmingham Polytechnic.

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Grants for social work

Sir, - During a recent debate in the House of Lords, a revolt by backbenchers on the Government side led to a provision for mandatory grants for all Certificate of Qualification in Social Work courses being incorporated into the Health and Social Services and Social Security Adjudication Bill. The Bill is now before the Commons and the Government has given no indication of its final attitude on this new clause.

If the new provision remains in the Bill, it will help to solve the currently highly ambiguous and confused situation relating to grants for training in social work. The CQSW is a uniform qualification for all social workers, whatever avenue of entry they follow, yet the financing of students is remarkably diverse especially for the non-graduate courses. In many of these courses we may find students in receipt of funding from the Home Office (for probation training), local authority sponsored trainees, students on i.c.a. discretionary grants, and self-financing students. On some postgraduate courses Department of Health and Social Security funded students may be added to these. The demand for qualified social workers has hardly diminished in spite of cutbacks in local authority spending, yet there is no consistent arrangement for funding the students. What has been cut back is employer sponsorship which has now very largely been replaced by discretionary grant from education authorities. This rather undermines the Government's argument about the cost of making these awards mandatory. The real increase in cost would be negligible. What would be saved would be the expensive process of selecting students who do not take up their places because of grant problems. Another major gain would be the removal of the very considerable anomalies and injustices that arise from the ways in which local authorities interpret their

Yours sincerely,
C. R. AKHURST,
Joint University Council for Social and Public Administration, Bristol Polytechnic.

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